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AUTHOR Altieri, Guy; And Others
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ABSTRACT

Between 1989 and 1991, the Planning, Development and Evaluation (PDE) Committee of Washtenaw Community College (Michigan) designed a faculty assessment process focusing on professional development and academic planning. It is an approach in which all educators (faculty and administrators) work together, using the PDE system to continually define educational goals and ways to meet these goals through the recognition of strengths and areas needing improvement. The system utilizes the following major features: (1) the delineation of specific areas of faculty activity including primary duties (i.e., teaching and counseling), professional development, and service to the college; (2) specific PDE criteria for each of the delineated areas, with judgments regarding performance deriving from student opinions, self assessment and peer reviews, and supervisor assessments; (3) specific tools and procedures for PDE in the areas of classroom observation/faculty review, instruments for student evaluation of faculty, annual self-assessment review, and annual summary evaluation; and (4) PDE annual evaluation procedures which include meetings between faculty members and respective deans to set professional goals and plan performance evaluations. All faculty members may appeal their evaluation through a standing committee. Extensive appendixes provide examples of materials used in the instructional review, the student evaluation of teacher effectiveness, the annual faculty self-assessment, the annual summary evalatuion, and the performance rating. (JSP)

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FACULTY PLANNING, DEVELOPMENT AND EVALUATION SYSTEM

March 1991

WASHTENAW COMMUNITY COLLEGE
Ann Arbor, Michigan

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WASHTENAW COMMUNITY COLLEGE

Faculty Planning, Development and Evaluation System

1991

PDE Committee Members

Guy Altieri, Co-chair
George Agin, Co-chair
Roz Biederman
Del Blain
Ralph Bottorff
Rosalyn Culver
Roger Dick
Steve Ennes
Richard Galant
George Griswold
Phyllis Grzegorczyk
Carl Hammond
Todd Hoag
Mike Kollen
Bella Parker
Mary Sabada
Kathy Scott
David Shier
Cal Williams

Washtenaw Community College
4800 E. Huron River Drive
Ann Arbor, Michigan 48106-0978
(313) 973-3488

LETTER OF AGREEMENT

Between

THE WASHTENAW COMMUNITY COLLEGE EDUCATION ASSOCIATION

And

THE WASHTENAW COMMUNITY COLLEGE BOARD OF TRUSTEES

Notwithstanding the provisions **0208 Evaluation of Performance**, of the 1990-93 WCCEA Master Agreement, the Administration and the Association agree that the following language shall apply to the P.D.E. Appeals Committee:

PDE Appeals Committee (AC)

1. Definition

All faculty members shall have the right to appeal their evaluations through the Human Resource Management Office. The HRM Office shall be responsible for notifying the committee and convening the first meeting. All such appeals are to be processed through a standing Faculty PDE Appeals Committee (AC) that shall have its membership established by January 1 of each year. The AC shall be composed of seven members serving one-year terms, three of whom are chosen by the President of the College, three of whom are chosen by the WCCEA, and one of whom is mutually agreed upon by the college president and the WCCEA. One alternate from each of the three categories shall also be selected. Co-chairs shall be appointed by the college and the WCCEA in accordance with established procedures. Neither the faculty member requesting the appeal, nor the respective dean conducting the evaluation may serve on the AC to hear an appeal in which they are the principals.

2. Procedures

(a) Steps of the Appeals Process

All appeals must first be processed through the Informal Appeal Step, the Formal Appeal Step, and the Reconciliation Step. Faculty members may only access the grievance procedure after exhaustion of remedies available under the Informal and Formal Appeals Steps. Complaints filed under the grievance procedure shall be initiated at Step II of the grievance procedure.

(b) Informal Appeal

Within five (5) teaching days of the receipt of the formal evaluation document, a faculty member who disagrees with his/her dean's written PDE statements or judgments may first discuss the matter with the dean. If the dean does not respond to the concern or a resolution is not reached within five (5) teaching days, the faculty member may move the concern to the Formal Appeal step.

(c) Formal Appeal

If disagreement remains after the informal discussion, the faculty member may prepare a written statement to the concern, which shall be attached to all copies of the PDE document. The written appeal must be presented to the Appeals Committee (AC) within ten (10) teaching days after the dean's oral response to the concern.

The faculty member making the appeal shall clearly state in writing what is being appealed and the date of the faculty members' receipt of the PDE statement. The actual evaluation or other documents shall also be sent to the AC. Copies of the evaluation and the appeal notice shall also be sent to the Vice President for Instruction and Student Services and the President of the WCCEA.

The AC shall examine all pertinent materials relevant to the concern and will normally interview the faculty member and the dean. The AC may also require the faculty member and the dean to provide any additional information it may require.

The Appeals Committee shall produce a written report of its findings. The report shall include a summary of the committee's activities and reasons for its conclusions. A minority report may be submitted. The report(s) shall be sent to the College President. Copies of the report(s) shall be sent to the Vice President for Instruction and Student Services, the WCCEA President, the faculty member and the respective dean.

The AC report shall become part of the official college records and shall be maintained in the Human Resource Management office.

If the Appeals Committee fails to complete its report within fifteen (15) teaching days after receiving a specific appeal, the faculty member may move the appeal to Step II of the grievance procedure.

(d) Reconciliation

After receipt of the Appeals Committee report, the dean and faculty member shall meet to determine if there is a basis for agreement in light of the AC report recommendations. If the matter is not resolved within five (5) teaching days, the faculty member may move the appeal to Step II of the grievance procedure.

(e) Grievance Procedure Appeal

If the faculty member is dissatisfied with the outcome of the reconciliation conference, he/she may file the appeal at the Second Step of the grievance procedure (Section 0902.2). Appeals to the grievance procedure must be done in accordance with the terms and conditions of the WCCEA Master Agreement.

(f) Time Lines

It is the intention of the parties to adhere to the time lines outlined above. However, these time lines may be extended by mutual agreement of the parties.

(g) Final Resolution of the Dispute

The final resolution of the dispute at any phase of the process must be communicated in writing.

FOR THE COLLEGE	**FOR THE ASSOCIATION**
Harry J. Konschuh	Gary Downen
date	date

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5/16/91

Acknowledgements

Washtenaw Community College's ad hoc PDE Committee on Faculty Planning, Development, and Evaluation (PDE) worked from November 1989 to March 1991. The Committee included nineteen faculty and administrators from a variety of academic units and administrative offices. In addition, this project involved all other full-time faculty and administrators through their reactions to draft proposals, surveys, open meetings, and one-on-one discussions with committee members. These contributions greatly assisted the PDE system development evolve from numerous draft proposals to a final product. The time and effort given to the study was substantial, and individual contributions were invaluable.

The largest allocation of praise belongs, of course, to the PDE Committee Members for their dedication to this two-year project. There were numerous meetings, long and difficult discussions, complex issues, and a broad range of views. The committee members addressed the issues openly and honestly. Although there were frequent moments where differences were considerable, the committee members forthrightly addressed these matters to develop a unified, comprehensive proposal.

Among the nineteen committee members, none contributed more than the faculty Co-chair, George Agin. His sensible perspectives and goal-oriented manner kept both the committee on track and the administrative co-chair optimistically focused on the group's ability to develop an excellent system.

Appreciation is also in order to the members of the College Steering Committee for initiating the PDE study, and to its successor body -- the College Council, for supporting and improving upon the work of the PDE Committee.

Praise must also be given to Kathy Stadtfeld for her word processing wizardry, especially in astutely managing to please the Committee by formatting the many forms that are an essential part of the PDE System.

The PDE Committee hopes that this system will become the central organizational device to promote the continuous quality improvement of teaching and curricular development at WCC for many years into the future.

Guy Altieri, Vice President
Instruction and Student Services

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July 16, 1991

ABSTRACT

The faculty planning, development and evaluation (PDE) system was designed as a faculty-centered model with the distinct purpose of assuring that Washtenaw Community College is a premier teaching institution.

The primary goal of the PDE system is to enhance faculty effectiveness, leading to increased student learning and success.

In order to facilitate this goal, an assessment process was developed which focuses on professional development and academic planning. It is a faculty-centered approach where all educators (both faculty and administrators) work together, using the PDE system as a way to continually define educational goals and ways to meet these goals through the recognition of strengths and areas for improvement. Through the work of a faculty and administrative committee, the PDE system for both probationary and continuing contract faculty has been designed to include the following major features:

A. PDE AREAS

The three general areas of faculty PDE activity are (in order of importance):

1. Primary duties (e.g., teaching, counseling, etc.)
2. Professional development (fulfillment of individualized development plans)
3. Service to the College (e.g., committee work, student club sponsorship, etc.)

B. SPECIFIC PDE CRITERIA

Specific criteria (unique to teaching faculty, student success faculty, learning resource faculty, and classified faculty) were established for each of the review areas. These are the major components of the annual professional planning, development, and evaluation cycle.

Judgments regarding the attainment of the performance criteria come from three sources:

1. Student opinions
2. Self assessment (can include optional "peer reviews")
3. Supervisor assessments

C. PDE INSTRUMENTS

Specific tools and procedures for PDE were developed in four areas:

1. Classroom observation/faculty review forms; specific to primary duties (Appendices A-1 through A-7)
2. Instruments for student evaluation of faculty (Appendices B-1 through B-5)
3. Annual self assessment review format (includes primary duty and professional development plans) (Appendix C)
4) Annual summary evaluation (completed by the area dean) (Appendix D)

There is also a peer involvement element of the process that is targeted at enhancing a faculty member's professional development in fulfilling his/her primary duties. This peer "mentoring" component can vary from individual to individual and is an optional part of the PDE system.

D. PDE ANNUAL PROCEDURES

Evaluation procedures include meetings between faculty members and respective deans annually (or within 30 days of appointment for probationary faculty) to set professional goals and plan performance evaluations (using the established evaluation tools) for the current/following year.

During the course of any given year, the following occurs:

1. The respective dean conducts classroom observations and/or other performance reviews depending on the faculty member's primary duties (at least two observations for probationary faculty and one every other year for permanent status faculty). The dean and the faculty member work together to set performance and professional development objectives.
2. At least once every two years, each faculty member is required to have all of his/her students in a given semester complete student opinion questionnaires. Probationary faculty would have this occur each base load semester (normally Fall and Winter).
3. The faculty member annually completes a self assessment review covering primary duties, college service, and professional development activities. (This

includes both accomplishments and future plans.) This could include optional "peer review" covering one or more of the three areas of review.

4. The fourth and final step of the PDE procedures, completed once each year, would involve preparation of an Annual Summary Evaluation of the faculty member by the respective dean. This includes an overall summative rating for each of the three major evaluation categories (Primary Duties, Professional Growth, and Service to the College). The summary is reviewed by the faculty member and a copy is submitted to the Vice President for Instruction and Student Services. A copy is also placed in the official personnel file maintained by the HRM office.

Upon probationary faculty members' completion of their next to last semester (excluding Spring/Summer sessions) of service, the faculty members shall submit to their respective dean a Faculty Professional Portfolio in support of continued employment beyond the end of their second year. The portfolio is to consist of all annual evaluation records and any other information the faculty member feels is pertinent. The Dean makes a recommendation regarding continuing contract status within eight weeks of receipt of the portfolio.

All faculty members may appeal their evaluation through a standing committee, which reviews the appeal and makes a recommendation to the College President. The President's position is considered final word on the appeal.

All four steps in the PDE process allow for faculty members and their respective deans to include written comments, if desired, which become part of the record.

pde-ab2
July 16, 1991

CHAPTER I

INTRODUCTION

BACKGROUND

As a result of the Hartfield Collaboration Project (subsequently re-named the "Collaboration Project") a Faculty Planning, Development and Evaluation (PDE) Committee was established in November 1989. The committee membership included twelve faculty members and five administrators, with Faculty Member George Agin and Vice President Guy Altieri serving as co-chairs. The charge to the committee was as follows:

> The committee shall develop and recommend a comprehensive system for continuing contract and probationary faculty evaluation. The system shall be designed to facilitate and encourage professional planning, promote and support professional development, and employ fair and comprehensive evaluation methods and instruments. The system shall also provide the means for improvement and/or enhancement of professional activities. The PDE system should include department or unit-specific components, developed by the department or unit with involvement and approval by the appropriate administrator. Also the committee shall give due regard to Section 0208 of the WCC/WCCEA contract, and other sections of the contract referring to evaluation, and other legal considerations.

DEVELOPMENT OF THE SYSTEM

The committee began the process of developing a Planning, Development and Evaluation system for full-time faculty in November 1989. In order to fulfill the developmental phase of their mission, the committee employed the following methods:

1. An extensive literature review was completed, and faculty evaluation system models were reviewed by the committee.
2. Members of the committee attended four national conferences on faculty development and evaluation.
3. Surveys were distributed to faculty in March 1990.
4. Three day-long retreats were held by the PDE Committee.
5. Sub-committees were established to study four areas of the process: Self-Assessment, Student Assessment, Peer and Professional Development, and Supervisor Assessment/Annual PDE review.

6. Copies of various faculty evaluation research reports were secured and examined by committee members.
7. Evaluation criteria were developed and distributed for faculty response.
8. Four progress reports were given at General Faculty meetings.
9. An Open Forum was held for all staff in the Spring semester of 1990.
10. An In-service presentation to all faculty was held preceding the Fall 1990 semester.

As a result of these activities, and based upon an earlier evaluation model designed for probationary faculty, the PDE Committee developed the Faculty Planning, Development and Evaluation System for Full-Time Faculty.

MANDATES FOR THE PDE SYSTEM

The PDE Committee had its work guided by certain mandates. These guideposts shaped a system that is intended to be of great benefit to the individual educator and the College as well. In particular this system:

1. Concentrates on teaching and other student educational needs as the primary responsibility of WCC faculty.
2. Includes checks and balances and an appeal system to assure it is used in a fair and equitable way.
3. Emphasizes faculty professional growth and development.
4. Recognizes the diversity that exists among effective educators.
5. Includes both formative and summative evaluative components.
6. Is designed to interface with college planning activities.
7. Includes built-in elements that assure its regular review in order to identify areas for improvement and methods for employing corrective measures.
8. Is designed to interface with the College's governance structure.

SPECIFIC PURPOSES FOR PDE

The following purposes were established for the planning, professional development and evaluation of instructional and student services personnel:

1. To provide each educator with acknowledgment of the effectiveness of his/her professional behavior and techniques to enhance student learning and success.
2. To generate specific plans for professional development and improvement.
3. To serve as an avenue for faculty planning of their student related learning goals and objectives.
4. To determine the extent to which the educator by his/her performance contributes to the college achieving its stated goals.
5. To be a basis for dismissal.

ASSESSMENT PHILOSOPHY AND PRIMARY GOAL

The establishment and maintenance of quality in any human endeavor is facilitated and validated through an assessment process. If a college is to establish and maintain excellent teaching and student and faculty support activities, the professionals involved in these endeavors must engage in a thorough assessment process that is fair, systematic, consistently applied, and based on clearly defined criteria of performance.

The foundation of all effective faculty evaluation systems must be an open, positive atmosphere growing out of mutual respect and trust by all involved in the activities. In such a climate, professionals not only work together willingly to define goals and improve ways of meeting these goals, but are also secure enough to recognize weaknesses as well as strengths. Consequently, evaluation of faculty at WCC is viewed as a growth continuum or professional development endeavor, where planning to promote effectiveness is strongly applied.

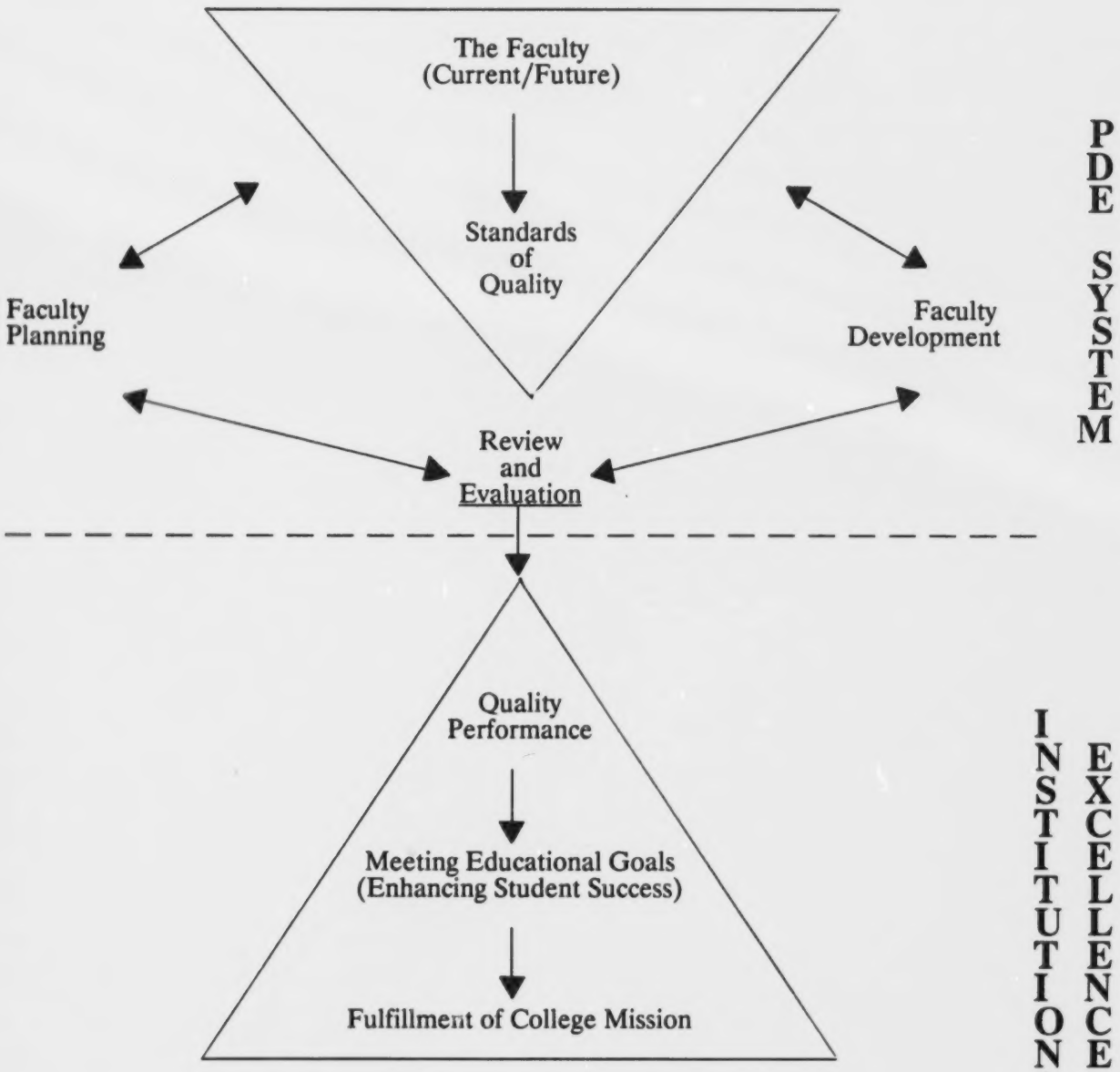
An academic administrative system that promotes faculty planning of student related learning goals and objectives, facilitates faculty professional development in their fields of expertise, and employs a fair and comprehensive evaluation model is an essential element of a college that emphasizes instructional excellence. Faculty planning, professional development, and formal evaluation are three extremely important and interrelated components. Colleges that develop reputations as exceptional teaching institutions provide and implement well designed systems in each of these areas. The primary goal of these activities is to improve teaching effectiveness and thereby enhance student learning.

As illustrated in Figure 1, the PDE system was designed to maximize and appropriately develop the faculty as the key resource for realizing institutional excellence in the fulfillment of the College's educational mission. This figure illustrates the important inter-relationship between standards of instructional quality, faculty development, and educational planning. The review, enhancement, and evaluation components of the system are designed to address the areas of planning and development with a focus on quality faculty performance, which in turn drives the College toward meeting its educational goals in an excellent fashion and thereby fulfilling its mission.

FIGURE 1

A FACULTY-CENTERED PDE MODEL FOR

MEETING EDUCATIONAL GOALS



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July 16, 1991

CHAPTER II

COMPONENTS OF THE SYSTEM

PDE AREAS OF EVALUATION

Each faculty member shall be reviewed on the basis of performance in the following three general areas: primary duties, professional growth, and service to the College. The first area (primary duties) shall be considered the most important planning and performance sector.

A. Primary Duties by Faculty Group

1. For Teaching Faculty:

   The review of a teaching faculty member's performance shall be based upon observing evidence of: a) effectiveness of pre-class preparation and course development; b) establishment of an environment conducive to student learning; c) effectiveness of evaluation of student performance; d) effectiveness in contributing to student success; e) effectiveness in contributing to program marketing; and f) competencies in meeting professional obligations.

2. For Student Support Faculty:

   The review of a student support faculty member's performance shall be based upon observing evidence of: a) competencies in delivery of student success programs and activities; b) competencies in delivery of individual student support services; and c) competencies in meeting professional obligations.

3. For Learning Resource Faculty:

   The review of a learning resource faculty member's performance shall be based upon observing evidence of: a) effectiveness of bibliographic instruction preparation and development; b) establishment of a bibliographic instruction environment conducive to student learning; c) effectiveness of reference service; d) effectiveness of collection development; e) effectiveness of organizational skills; and f) competencies in meeting professional obligations.

4. For Laboratory or Clinical Instructors:

   The review of a laboratory or clinical instructor's performance shall be based upon observing evidence of: a) effectiveness of pre-laboratory/clinical preparation and course development; b) establishment of an environment conducive to student learning; c) effectiveness of evaluation of student performance; d) effectiveness in contributing to student success; e) effectiveness in contributing to program marketing; f) competencies in meeting professional obligations.

5. For Student Advisors:

   The review of a Student Advisor's performance shall be based upon observing evidence of: a) competencies in the implementation of student support programs and activities, b) competencies in the implementation of individual student support service, and c) competencies in meeting professional obligations.

6. For Instructional Laboratory Assistants:

   The review of a laboratory assistant's performance shall be based upon observing evidence of: a) effectiveness of preparation; b) establishment of an environment conducive to student success; c) effectiveness in contributing to student success; d) effectiveness in contributing to program marketing; e) competencies in meeting professional obligations.

7. For Non-Instructional Laboratory Assistants

   The review of a non-instructional laboratory assistant's performance shall be based upon: a) effectiveness in contributing to an environment which promotes student success, b) effectiveness in contributing to program and activity implementation, c) effectiveness of preparation for contributing to student success, and d) competencies in meeting professional obligations.

B. <u>Professional Growth</u>

The second area of review shall be the faculty member's on-going professional or technical development. This entails the faculty member's involvement in activities that enhance or improve his/her professional capabilities and performance.

C. Service to the College

The third area of review shall be based on the faculty member's contribution to the College. The evaluation will be based upon evidence of the faculty member's involvement and contributions (e.g., committee work, advisorships, memberships) to student, faculty, College, and community groups and concerns, through both unit groups and individual efforts.

PDE CRITERIA BY FACULTY CLASSIFICATION

In each of the three areas of review the criteria on which evaluation is to be based are listed below.

A. Criteria for the review of all faculty classifications.

1. For Teaching Faculty (see Appendix A-1 Review Form)

a. Effectiveness of pre-class preparation and course development demonstrated by:

1) Preparation of a course outline for the semester based on the official course syllabus.

2) Distribution of a lecture and/or lab material that is relevant to the objectives of the course.

3) Selection and organization of course content in a manner that reflects the principles of continuity, sequence and integration.

4) Well-planned utilization of appropriate instructional equipment.

5) Well-planned classroom activities.

6) Well planned laboratory activities.

7) Well-planned use of appropriate laboratory equipment.

8) Use of feedback from teaching and other experiences to revise and update content, objectives, and instructional strategies as necessary.

b. Establishment of an environment conducive to student learning demonstrated by:

1) Distribution of a course outline to students at the beginning of the semester.
2) Presentation of a purposefully organized lesson.
3) Starting of class on time and continued presence throughout the period.
4) Knowledge of subject area.
5) Stimulation and maintenance of students' attention and involvement (examples might be the use of lecture, media, discussion, questioning, group activities, humor, voice modulation or animation, and pacing of class presentations).
6) Management of class time to match both student needs and the course outline.
7) Communication at a level appropriate to the ability of students.
8) Establishment of a positive rapport with the class.
9) Appropriate response to students' questions.
10) Maintenance of an environment that assures students' psychological and physical well being in course-related activities.
11) Management of an environment that demonstrates concern for students' psychological well-being.

c. Effectiveness of evaluation of student performance demonstrated by:

1) Use of diagnostic and evaluation instruments that effectively and fairly measure the degree to which the student has achieved the stated learning objectives.
2) Evaluation of student progress at the end of manageable units of instruction and provision of appropriate and timely feedback.
3) Providing the student with the criteria for grading in each course in accordance with college grading policy.

d. Effectiveness in contributing to students' success evidenced by:

1) Sensitivity in working with students of varying ages and backgrounds.
2) Determining, when appropriate, that referrals are needed and facilitating those referrals, assisting the student to the extent needed.

e. Effectiveness in contributing to program marketing and student success demonstrated by:

1) Academic advising and career guidance of potential, new and/or returning students.
2) Cooperation with appropriate college personnel to promote student success.
3) Participation in the community in activities that promote WCC.

f. Competencies in meeting professional obligations demonstrated by:

1) Fulfillment of appointments and scheduled office hours.
2) Availability to meet with students individually.
3) Maintenance of instructional lab(s) and/or equipment.
4) Adherence to college policies and procedures.
5) Competence in written and oral communications.

6) Attendance at College-sponsored functions or activities during the year.

7) Maintenance or preparation, as needed, of course outlines and syllabi.

2. For Student Support Faculty (see Appendix A-2 Review Form)

a. Competencies in delivery of student success programs and activities demonstrated by:

1) Knowledge of student support techniques, theories, policies, and procedures as they apply to community college students.

2) Participation in enrollment, orientation, matriculation, and retention activities.

3) Development of activities and/or projects that demonstrate student success.

4) Following through on assignments, activities and/or projects.

5) Cooperation with appropriate college personnel.

b. Competencies in the delivery of individual student support services demonstrated by:

1) Sensitivity in working with students of varying backgrounds.

2) Knowledge and use of current vocational information in assisting students.

3) Knowledge of career decision-making processes.

4) Knowledge of proper requirements related to WCC programs.

5) Knowledge of proper requirements for transfer institutions.

6) Assisting each student to the extent possible, determining when referrals are needed and facilitating those referrals.

7) Maintenance of a confidential relationship with students and staff consistent with professional guidelines and relevant laws.

8) Consultation with teaching faculty regarding student problems or needs.

9) Providing academic advising consistent with awareness of students' ability to succeed.

10) Respectful communication.

11) Development of innovative services or techniques to meet individual student needs.

12) Development of inter-divisional projects to enhance student success.

13) Development of inter-institutional programs to promote student success.

c. Competencies in meeting professional obligations demonstrated by:

1) Fulfillment of appointments and scheduled office hours.

2) Adherence to assigned work schedule.

3) Adherence to College policies and procedures.

4) Competence in written and oral communications.

5) Attendance at College-sponsored functions or activities during the year.

3. For Learning Resource Faculty (see Appendix A-3 Review Form)

a. Effectiveness of bibliographic instruction preparation and development demonstrated by:

1) Well-planned system for scheduling sessions and preparing and communicating bibliographic instruction guidelines.

2) Preparation of outlines for instructional sessions.

3) Organization of lecture material that is relevant to the objectives of the session.

4) Selection and organization of session content in a manner that reflects both course objectives and library skills objectives.

5) Well-planned utilization of appropriate instructional equipment and library equipment.

6) Well-planned classroom activities and follow-up activities.

7) Use of feedback from teaching and other experiences to revise and update content, objectives, and instructional strategies as necessary.

b. Establishment of a bibliographic instruction environment conducive to student learning demonstrated by:

1) Presentation of a purposefully organized lesson.

2) Starting of session on time.

3) Knowledge of subject area.

4) Stimulation and maintenance of students' attention and involvement (examples might be the use of lecture, media, discussion, questioning, group activities, humor, voice modulation or animation, and pacing of class presentations).

5) Management of class time to match both student needs and instructional session outline.

6) Communication at a level appropriate to the ability of the students.

7) Establishment of a positive rapport with the class.

8) Appropriate response to students' questions.

c. Effectiveness of reference service demonstrated by:

1) Knowledge of all library collections, with particular emphasis on reference collection.

2) Knowledge of supplemental off-campus resources.

3) Knowledge of all formats relating to library resources.

4) Conducting thorough reference interviews.

5) Assisting each student, to the extent possible, in providing requested information or suggesting alternatives.

6) Instructing students and other patrons in the use of all library information sources.

7) Sensitivity in working with students of varying backgrounds.

8) Providing on-line database search services where applicable.

9) Developing handbooks and bibliographic materials as reference aids.

10) Developing displays of materials appropriate to the college community.

11) Developing publicity on collections and services for the college community.

12) Cooperating with appropriate college personnel to promote student success.

d. Effectiveness of collection development as demonstrated by:

1) Knowledge and use of review sources, evaluative guides, and publishing trends.

2) Knowledge of college curriculum, methods of instruction, characteristics of student body, and enrollment patterns.

3) Maintenance of communication with faculty and administrators to solicit information needs and encourage submission of materials requests.

4) Following Learning Resource Division policies and procedures.

5) Selecting appropriate materials.

6) Developing and assessing useful collections.

e. Effectiveness of organizational skills evidenced by:

1) Participation in designing, organizing, and indexing library databases.

2) Providing descriptive cataloging.

f. Competencies in meeting professional obligations demonstrated by:

1) Fulfillment of appointments and assigned work schedules.

2) Availability to meet with students and other patrons individually.

3) Maintenance of bibliographic instruction classroom.

4) Adherence to college policies and procedures.

5) Competence in written and oral communications.

6) Attendance at college-sponsored functions or activities during the year.

4. Laboratory or Clinical Instructors (see Appendix A-4 Review Form)

a. Effectiveness of pre-laboratory/clinical preparation and course development demonstrated by:

1) Assisting in preparation of a laboratory/clinical outline for the semester based on the official course syllabus.

2) Assisting in organization of laboratory/clinical material that is relevant to the objectives of the course.

3) Assisting in selection and organization of laboratory/clinical content in a manner that reflects the principles of continuity, sequence and integration.

4) Assisting in selection and organization of laboratory/clinical content in a manner that incorporates the standards of outside regulatory and/or affiliating health agencies.

5) Well-planned utilization of appropriate instructional materials.

6) Well-planned laboratory/clinical activities.

7) Well-planned use of appropriate laboratory/clinical equipment.

8) Use of feedback from teaching and other experiences to assist in revising and updating content, objectives, and instructional strategies as necessary.

b. Establishment of an environment conducive to student learning demonstrated by:

1) Distribution of laboratory/clinical outline to students at the beginning of the semester.
2) Presentation of a purposefully organized laboratory/clinical lesson.
3) Starting of session on time and continued presence throughout the period.
4) Knowledge of subject area.
5) Stimulation and maintenance of students' attention and involvement.
6) Management of laboratory/clinical time to match both student needs and the course outline.
7) Communication at a level appropriate to the ability of the students.
8) Establishment of a positive rapport with the students.
9) Appropriate response to students' questions.
10) Maintenance of an environment that assures students' physical well-being in laboratory/clinical related activities.
11) Management of an environment that demonstrates concern for students' psychological well-being.

c. Effectiveness of evaluation of student performance demonstrated by:

1) Use of diagnostic and evaluation instruments that effectively measure the degree to which the student has achieved the stated learning objectives.
2) Evaluation of student progress at the end of manageable units of instruction and provision of appropriate and timely feedback.
3) Providing the student with the criteria for grading in each course in accordance with the college grading policy.

d. Effectiveness in contributing to student success evidenced by:

1) Sensitivity in working with students of varying backgrounds.

2) Determining, when appropriate, that referrals are needed and facilitating those referrals, assisting the student to the extent needed.

e. Effectiveness in contributing to program marketing and student success demonstrated by:

1) Academic advising and career guidance of potential, new and/or returning students.

2) Cooperation with appropriate college personnel to promote student success.

3) Cooperation with appropriate outside regulatory and/or affiliating health agencies to promote student success.

4) Participation in the community in activities that promote WCC.

f. Competencies in meeting professional obligations demonstrated by:

1) Fulfillment of appointments and scheduled office hours.

2) Availability to meet with students individually.

3) Maintenance of instructional lab(s) and/or equipment.

4) Maintaining current licensing and/or certification.

5) Adherence to college policies and procedures.

6) Supervision of student assistant(s).

7) Competence in written and oral communications.

8) Attendance at College-sponsored functions or activities during the year.

5. For Student Advisors (see Appendix A-5 Review Form)

a. Competencies in delivery of student support programs and activities demonstrated by:

1) Knowledge of student support techniques, theories, policies, and procedures as they apply to community college students.

2) Participation in enrollment orientation, articulation, matriculation, and retention activities.
3) Assisting in implementing activities and/or projects that demonstrate student success.
4) Developing and maintaining a cooperative relationship with local educational institutions, community agencies, and other interested groups.
5) Following through on assignments, activities and/or projects.
6) Cooperation with appropriate college personnel to promote student success.

b. Competencies in delivery of individual student support services demonstrated by:
1) Sensitivity in working with students of varying backgrounds.
2) Knowledge and use of current career information in assisting students.
3) Knowledge of requirements related to WCC programs.
4) Knowledge of requirements for transfer institutions.
5) Assisting each student to the extent possible, determining when referrals to counselors are needed and facilitating those referrals.
6) Maintenance of a confidential relationship with students and staff consistent with professional guidelines and relevant laws.
7) Consultation with faculty regarding student problems or needs.
8) Respectful communication.

c. Competencies in meeting professional obligations demonstrated by:
1) Fulfillment of appointments and scheduled office hours.
2) Adherence to assigned work schedule.
3) Adherence to College policies and procedures.
4) Competence in written and oral communications.
5) Attendance at College-sponsored functions or activities during the year.

6. **For Instructional Laboratory Assistants (see Appendix A-6 Review Form)**

a. Effectiveness of pre-laboratory preparation demonstrated by:

1) Assembling demonstration materials as directed by instructor.

2) Maintaining inventory of laboratory.

b. Establishment of an environment conducive to student learning demonstrated by:

1) Assisting instructors during laboratory sessions.

2) Assisting with equipment usage.

3) Starting of class on time and continued presence throughout the period.

4) Knowledge of subject area.

5) Communication at a level appropriate to the ability of the students.

6) Establishment of a positive rapport with the students.

7) Appropriate response to students' questions.

8) Maintenance of an environment that assures students' physical well-being in laboratory related activities.

9) Management of an environment that demonstrates concern for students' psychological well-being.

c. Effectiveness in contributing to student success evidenced by:

1) Sensitivity in working with students of varying backgrounds.

d. Effectiveness in contributing to program marketing and student success demonstrated by:

1) Cooperation with appropriate college personnel.

e. Competencies in meeting professional obligations demonstrated by:

1) Fulfillment of appointments and scheduled office hours.

2) Availability to meet with students individually.

3) Maintenance of instructional laboratory(s) and/or equipment.

4) Adherence to college policies and procedures
5) Competence in written and oral communications.
6) Attendance at College-sponsored functions or activities during the year.

7. **For Non-Instructional Laboratory Assistants (see Appendix A-7 Review Form)**

a. Effectiveness in contributing to an environment which promotes student success demonstrated by:
   1) Establishing positive rapport with students.
   2) Communicating at an appropriate level with students.
   3) Starting meetings with students on time.
   4) Assisting professional staff with student group activities, such as Orientations, Student Success Seminars, and Career Planning Seminars.

b. Effectiveness in contributing to program and activity implementation demonstrated by:
   1) Knowledge of materials and resources that are designed to facilitate student success.
   2) Assisting in disseminating information to students.
   3) Cooperating with appropriate College personnel to promote student success.
   4) Cooperating with appropriate outside agencies to promote student success.
   5) Participating in the community in activities that promote WCC.

c. Effectiveness of preparation for contributing to student success demonstrated by:
   1) Planning appropriately and completely for student sessions.
   2) Keeping abreast of current trends in the field.
   3) Attending workshops, seminars, and other professional development activities.

d. Competencies in meeting professional obligations demonstrated by:

1) Fulfillment of appointments and scheduled office hours.
2) Adherence to assigned work schedule.
3) Adherence to College policies and procedures.
4) Competence in written and oral communications.
5) Attendance at College-sponsored functions or activities during the year.

B. Criteria for evaluation of professional growth for all faculty positions.

a. Demonstrated through documented evidence of some of the following or similar types of involvements:

1) Pursuit of appropriate advanced study or work experience to increase professional and/or technical competence.
2) Enhancement of knowledge in one's field through extensive involvement with professional/technical literature.
3) Participation in local, state, or national organizations relevant to his/her profession.
4) Attendance and participation at appropriate professional/technical conferences or workshops.
5). Pursuit of other scholarly and creative activities or achievements (papers, presentations, honors, awards, competitions, field trips, and professional travel).

C. Criteria for evaluation of contributions to the College community for all faculty positions.

a. Demonstrated through some of the following or similar types of involvements. Contributions to the college community could be accomplished through both group and individual efforts that are not part of a faculty member's primary duties.

1) Participation on committees (including WCCEA), task forces, or work groups within and/or related to the college.
2) Assistance with the acquisition of educational materials and supplies.

3) Assistance with the design and modification of educational facilities.

4). Participation in the development of new or substantially revised programs.

5) Participation in the development and/or implementation of a grant.

6) Participation on program advisory committees.

7) Recruitment and/or mentoring of new college faculty members.

8) Assistance with student recruiting.

9) Designing of program-specific recruitment materials.

10) Sponsorship of, or participation in, student career seminars, job fairs, and job experience days.

11) Sponsorship of, or participation in, student activities and/or clubs.

12) Exchanging of professional information and/or participation in professional activities with other educators.

13) Gathering, developing and/or sharing of student placement information (e.g. wages, working conditions, job descriptions).

14) Advisorships, relating to college events, groups, or services (e.g. student groups, orientations, special academic events, alumni activities, support groups).

15) Attendance at college related meetings.

16) Assistance with college operations or problems not directly in one's area of responsibility (e.g. registration, curriculum development, and projects).

17) Use of professional skills and abilities in community activities.

18) Contacting and/or securing of placements or potential placements for students and/or graduates.

19) Involvement with other activities that develop or serve the college and its local community.

20) Work with part-time faculty in assisting them in meeting their assignments.

CHAPTER III
OPERATIONS AND INSTRUMENTS

PDE PROCEDURES

The PDE procedures and instruments were designed to address the goal setting, professional development, and evaluation aspects of the system. The procedures were written to carry forth the intended integrative nature of all the system components. In particular, the professional development elements are expected to build upon the professional planning or goal setting activity, and, similarly, the plans should emerge from the prior reviews of performance outcome assessment (self, peer, student, and supervisor reviews).

There are six categorical areas in which the procedures fall. These categories cover the full range of activities associated with the goal setting, professional development and evaluative reviews that are part of the system. What follows are brief descriptions of each area. Chart A on pages 40 and 41 details in summary form these six procedural areas of PDE. This chart lists the procedure title, the faculty group that applies, and the normal time of occurrence for the given activity.

A. Goal Setting and Professional Development Planning Groups

Once each year all faculty members are to meet with their respective dean to review their professional goals. In most cases goals would be set for a two year period, but annual reviews and updates would normally occur. The goals set by each faculty member would be compatible with institutional, divisional, and departmental goals for the given period. The goals would cover a faculty member's primary duties, professional development plans, and intended service to the College.

A faculty member's goals are a vital part of the annual summative review. On an annual basis, goals are listed on the self-assessment form (Appendix C) and summative evaluation (Appendix D).

All first-year probationary faculty members work with their respective dean to prepare goals and plan the performance evaluation and professional development aspects of the PDE system for their first year of WCC service within thirty (30) days of the start of their initial appointment.

The College has an obligation to provide adequate funding to support the full range of faculty development activities. Professionals also have an obligation to maintain their competence and areas of expertise. In order to do so, they are

responsible for assessing their current competence and comparing that with what needs to be done to reinforce or update their skills. This assessment should be the basis for preparing and implementing a plan for professional development.

To facilitate faculty professional development, there shall be:

1. **A Divisional Professional Development (DPD) Group** in each of the seven divisions made up of one faculty member from each department and the dean. Each DPD group will receive applications for professional development funds from the individual faculty member in accordance with his/her approved PDE Plan for the year. The DPD group is responsible for planning faculty professional development activities for the departments. Each DPD group shall have its procedures set up in such a way that decisions are made reflecting college budget planning cycles.
2. A college-wide **Faculty Professional Development (FPD) Task Force** that is comprised of a representative from each of the seven DPD groups. The Faculty Professional Development Task Force is responsible for planning and contributing to divisional and college-wide faculty professional development activities, (i.e., In-Service Days). The FPD Task Force is to work closely with the College **Planning, Development, and Evaluation Committee** from the College Governance Structure that is charged with the responsibility of reviewing college-wide policy and implementation processes of professional development for all staff groups.

Adequate faculty professional development funds should be allocated annually with at least 60% of funding reserved for individual/department activities. The DPD groups would plan for the distribution of at least 60% of the funds, and the FPD would work with the Deans and the Vice President of Instruction and Student Services to set a plan for use of the divisional/collegewide funds.

<u>Professional Development Guidelines</u>

PDE guidelines for professional development are offered here to provide faculty with a broader idea of the diversity of things that could contribute to one's growth.

Individual Activities:

When considering their individual plan for the year, faculty are encouraged to consider the following characteristics of activities to foster professional growth.

1. Extends knowledge
2. Provides a variety of experiences
3. Promotes one's understanding of the learning process
4. Promotes exchange of ideas
5. Improves the curriculum
6. Improves the delivery of education
7. Improves understanding of technology
8. Improves personal interactions
9. Forestalls burnout
10. Keeps current with new applications in industry
11. Raises consciousness (or motivation)
12. Other, as may apply

Individual and/or Departmental Activities:

Activities that might be used to improve one's professional competence may include some of the following:

1. Attend (or deliver) workshops
2. Attend (or deliver) speeches
3. Read professional newsletters, journals, magazines, bulletins (or submit articles for same)
4. Apply for grants
5. Talk with consultants (or be a consultant)
6. Complete individual projects, articles, books, research reports
7. Attend or speak at conferences
8. Complete sabbaticals
9. Participate in retreats
10. Complete classes in your field
11. Do joint projects with your colleagues
12. Participate in mentoring relationships
13. Other, as may apply

Divisional and/or College-wide Activities:

Although many activities may be undertaken individually, there are others that the college should encourage and facilitate. These group and other activities may be components of an individual's professional development.

1. Organize skill building workshops
2. Bring in speakers
3. Publish newsletters informing the college community of activities available to them, current developments, and successful techniques
4. Help faculty apply for grants
5. Bring outside consultants to campus
6. Support group projects
7. Organize and carry through recognition awards
8. Organize retreats
9. Encourage faculty to enroll in classes
10. Provide confidential support on teaching and learning
11. Provide a forum for faculty to share successful strategies
12. Encourage faculty to conduct classroom research about teaching and learning
13. Initiate inter-institutional collaboration with other community colleges
14. Organize interpersonal skills training workshops
15. Organize time management workshops
16. Provide equipment that allows faculty to learn new things
17. Allow for contractual "professional improvement" funds to be used for approved developmental projects other than "attendance at professional meetings."
18. Other, as may apply

B. Primary Duty Reviews

1. Teaching Faculty

All continuing contract teaching faculty must have at least one classroom observation every other academic year conducted by the respective dean or, in the absence of the dean, other academic or student services officer as may be assigned by the Vice President for Instruction and Student Services. The results of these classroom observations are to be recorded on the designated form which appears as Appendix A-1. The evaluator shall forward a copy of each observation form to the faculty member within three weeks after each class visit. The faculty member will review, sign, and return the report to the respective dean within one week after receiving it. The observation reports contribute to the faculty member's overall annual evaluation.

2. Non-teaching Faculty

All continuing contract non-teaching faculty must have one performance review in their primary duty area every other academic year conducted by the respective dean or, in the absence of the dean, other student services or academic officer as may be assigned by Vice President for Instruction and Student Services. The results of these performance reviews are to be recorded on the designated forms which appear in Appendix A. The evaluator shall forward a copy of each review form to the faculty member within three weeks after each review is completed. The faculty member will review, sign, and return the review within one week after receiving it. The review(s) contribute to the faculty member's overall annual evaluation.

C. Assessment by Students

1. Teaching Faculty

Once every other year continuing contract teaching faculty must have all the students they are teaching complete a student opinion questionnaire. Student evaluations and classroom evaluations will be done on alternate years on a two-year cycle, with the exception of probationary faculty. Twice per academic year (normally Fall and Winter terms) teaching faculty who have probationary status must have all students they are teaching complete a student opinion questionnaire. Faculty may conduct student evaluations of their teaching effectiveness more frequently for the purpose of self-assessment if they wish to do so. The Student Evaluation of Faculty form, which appears as Appendix B-1, will be customized by instructors for use in their classes. Evaluations are to take place during the last quarter of a course as mutually arranged between the faculty member and respective dean. The student assessments contribute to the faculty member's overall annual evaluation.

2. Student Services and Learning Resource Center Faculty

Once every other year, student evaluation of continuing contract student services and learning resource faculty must take place. Student evaluations and primary duty evaluations must be done on alternate years on a two year cycle, with the exemption of probationary faculty. Twice per academic year, student evaluation of student services and learning resource faculty who have probationary status must take place. Faculty may conduct student evaluations

more frequently for the purpose of self-assessment if they wish to do so. Appendix B-2, Appendix B-3, and Appendix B-5 Student Evaluation of Faculty forms will be customized by student services and learning resource faculty for their use. Evaluations are to take place during student services and learning resource faculty's scheduled work hours at peak service periods. Normally, a minimum of 45 student evaluations would be required for each evaluative period. The student assessments contribute to the faculty member's overall annual evaluation.

Procedures for Conducting Student Assessment of Teaching Faculty

The procedures by which student assessments of teaching faculty are to occur are as follows:

1. At the beginning of the evaluation cycle, faculty will receive a Faculty Item Selection Form and a Menu. Faculty will select their individual evaluation items from the menu, complete the form and return the form to the Academic Services Office by the end of the first month of the evaluation semester. The customized form will be maintained and used for a minimum of two years.
2. Computer Services will produce a Student Evaluation of Faculty form based on the selected menu items for each faculty member.
3. Students in all course sections taught during the student evaluation semester will participate (including overload courses). Packets of the Student Evaluation forms will be prepared by Academic Services for each course section that will participate.
4. During the last quarter of the course in the evaluation semester, a student volunteer from the class will pick up a packet from Academic Services, take the packet to the class section, explain the process to the students, distribute the forms, collect completed forms, seal the forms in an envelope, and return them to Academic Services.
5. Ratings will be tabulated by Computer Services. Tabulations will not be retained by Computer Services. Student comments will be compiled by Clerical Services on to summary sheets.
6. Tabulations, forms, and comments will be returned to Academic Services. A copy will be sent to the faculty member and the faculty member's Dean.
7. All original evaluation forms will be shredded after two months.

Procedures for Conducting Student Assessment of Student Services and Learning Resource Faculty

The procedures by which student assessments of student services and learning resource faculty are to occur are as follows:

1. At the beginning of the evaluation cycle, faculty will receive an Item Selection Form and Menu. Faculty will select their individual evaluation items from the menu, complete the form and return the form to the Academic Services Office by the end of the first month of the evaluation semester. The customized form will be maintained for two years.
2. Computer Services will produce a student evaluation form based on the selected menu items for each faculty member.
3. Packets of the Student Assessment forms will be prepared by Academic Services as requested.
4. The hours that constitute the student assessment period will be scheduled during peak service and will be mutually agreed upon by the area faculty and their respective dean. The methods for distributing and collecting the student assessment forms will likewise be mutually agreed upon by the area faculty and their respective deans. These agreements will become standard divisional procedure, and the faculty and the dean within each division will have written copies.
5. Ratings will be tabulated by Computer Services. Tabulations will not be retained by Computer Services. Student comments will be compiled by Clerical Services on to summary sheets.
6. Tabulations, forms, and comments will be returned to Academic Services. A copy will be sent to the faculty member and the respective dean.
7. Original evaluation forms will be shredded after two months.

Supplemental Student Evaluations or Primary Duty Reviews

Normally, student evaluations and classroom or other primary duty reviews occur on alternate years of a two-year cycle, with the exception of probationary faculty who are to receive these assessments each Fall and Winter term. However, if an unsatisfactory review is obtained from either a primary duty or student evaluation for a continuing contract faculty member, that or those forms of review shall be conducted each base load semester (normally Fall and Winter) until the results are satisfactory.

In cases where unsatisfactory performance concerns arise outside of the normal modes of the system (e.g., student complaints, complaints from colleagues), parts of the process could be implemented out of sequence or on an as-needed basis.

D. Annual Self Review

For All Faculty

As part of the evaluation process, faculty are expected to examine their own growth as professionals at WCC. This phase of the process is intended to help individuals identify strengths, recognize areas for further growth, set priorities for future development, and coordinate their plans with the short- and long-term goals of their department, division, and of the institution.

Faculty are to use the "Annual Self-Assessment Review" form (Appendix C) to evaluate their own professional growth. The form contains four review areas. They are:

1. Performance in primary duties
2. Professional growth
3. Service to College community
4. Plans and future goals/objectives

Since a major component of a vibrant academic environment is interaction among colleagues, a section of the self-assessment (Professional Growth) encourages peer evaluation through peer collaboration. While peer collaboration *per se* is not a required part of the formal evaluation process, it is considered a valuable and viable component of professional growth. Therefore, the professional growth section of the self-evaluation form allows for a description of collaborative efforts with colleagues. Peer collaboration may include, but is not limited to, people in the same area. It can also include broadened involvement with colleagues throughout the College and the larger professional community external to the College. This may also extend to other professionals in the field, not specifically involved in education.

Although the faculty primary duty evaluation procedure itself will be done every other year, the self-evaluation must be completed annually, according to the schedule in the section on evaluation procedures. The annual basis for self-review is intended to foster more consistent professional growth, as well as to keep the faculty members in touch with the objectives of the evaluation process even in years when they are not engaged in a

primary duty review. In years when student evaluation is not mandatory, it may be incorporated into the self-review at the election of the individual faculty member.

The self-assessments must be completed and submitted to respective deans six weeks before the dean completes the given faculty member's annual summative evaluation. Where the dean is not in agreement, the disagreement should be recorded in writing and attached to the self-assessment. The faculty member and respective dean will review and sign the self assessment. The self assessment will contribute to the faculty members' overall annual evaluation.

E. Dean's Annual Summative Review

1. All Faculty

Once per academic year, before the end of either fall or winter semesters, the respective dean must prepare an annual summary evaluation of each faculty member. This includes an overall summative rating for each of the three major evaluative categories. Acceptable faculty performance requires ratings of 2, 3, or 4 on all these categories (see Appendix E, page 105 for definitions of these ratings). The summary will be recorded on the designated form that appears as Appendix D. The faculty member and the respective dean will review and sign the summary, and forward copies to the Vice President for Instruction and Student Services and to the HRM office. The annual summary evaluation will become part of the faculty member's official personnel file that is maintained in the HRM office. Where the faculty member is not in agreement, the disagreement should be recorded in writing and forwarded with the evaluation.

The annual performance evaluation will be based on the following:

a. Primary duty reviews as apply [Appendices A-1 through A-7]
b. Student evaluation(s) of instruction or student service, as apply [Appendices B-1 through B-5]
c. Annual self assessment [Appendix C]
d. Annual summary evaluation conducted by the areas dean [Appendix D]

A faculty member is expected to have reviewed and signed all of the above reports, but signature does not indicate the faculty member is in agreement with the evaluation, but rather only that the faculty member has seen it and has been given an opportunity to respond. A faculty member shall have the opportunity to attach an official response to all evaluations.

There will be a summative evaluation for each of the three (3) categories (primary duties, professional growth, and service to the College). The failure to overcome an unacceptable rating in any one of these three categories may be the basis for progressive discipline.

2. Faculty Ending their Probationary Period

Upon a probationary faculty member's completion of their fourth or fifth semester (excluding Spring/Summer sessions) of service, the faculty members shall submit to their respective dean a Faculty Professional Portfolio in support of continued employment beyond the end of their second year. The Faculty Professional Portfolio shall include:

a. All primary duty reviews
b. All student evaluations
c. All self assessments
d. Annual summary evaluations
e. Any other information the faculty member feels is pertinent

The College administration will notify the faculty member in writing as to the recommendation it will make regarding continuing contract status for that faculty member within the timelines outlined in Aticle 204 of the faculty master agreement.

F. PDE Appeals

1. Structure

The College Council, with the assistance of the WCCEA Contract Implementation Committee, will create a standing Appeals Committee by November 1991. In the interim period, an eight member PDE Task Force, four of whom are chosen by the President of the College, four of whom are chosen by the WCCEA, will serve as the PDE appeals body. The task force is charged to address the substance review of any PDE appeals in cooperation with the WCCEA contract implementation committee.

SUMMARY OF THE PDE SYSTEM

The PDE system can be easily summarized through the illustration below. Here the three review areas and the major activities of the system are shown in their inter-related nature.

Review Areas

(1) Primary Duties, (2) Professional Development, (3) Service to the College

Major Components

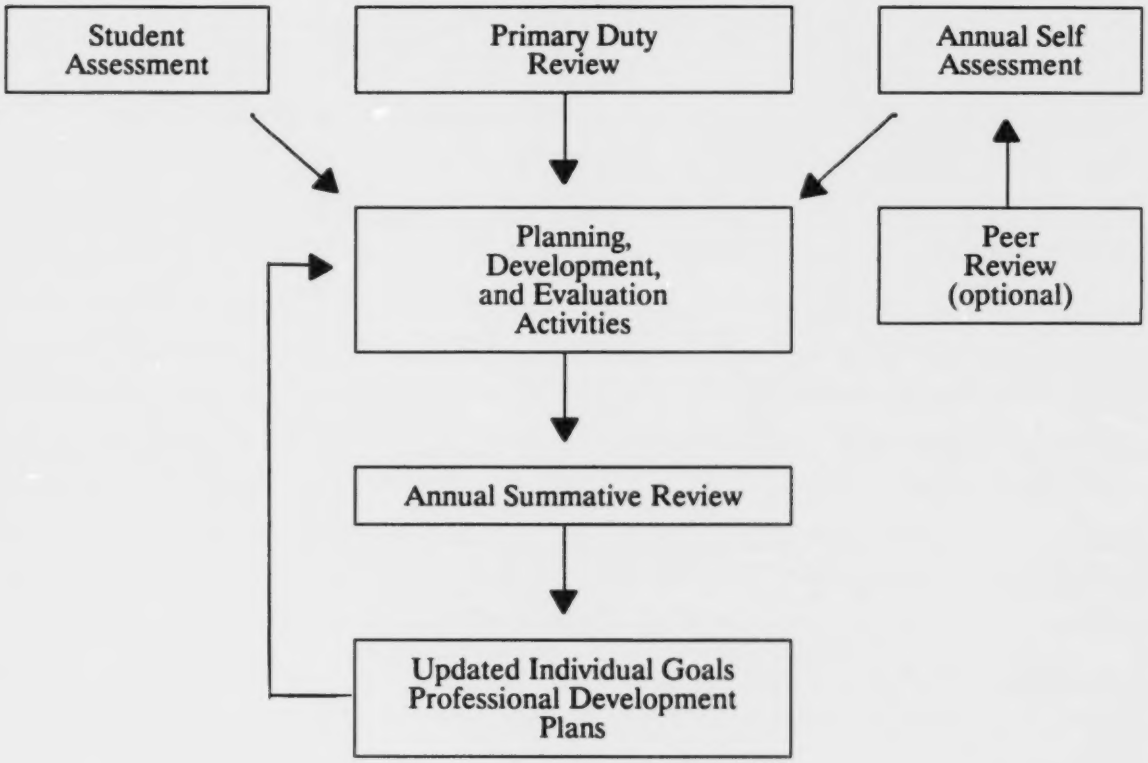

Chart A on the following two pages provides a graphic illustration of all elements of the PDE model. The major procedures, faculty groups, and timing for the occurrence of all PDE elements are noted on the chart. The mark of "X" is used to show what aspects of the system apply to each faculty group, probationary versus continuing contract and professional versus classified.

CHART A

FACULTY PLANNING, DEVELOPMENT, EVALUATION SYSTEM SUMMARY

PROCEDURES

Goal Setting, Professional Development, and Evaluation Procedures	Probationary Faculty	Continuing Contract Faculty	Probationary Classified Faculty	Continuing Contract Class. Faculty	Time of Occurrence
I. GOAL SETTING AND PROFESSIONAL DEVELOPMENT					
A. Fall semester prepare goals 1. Primary duties 2. Professional Development 3. Service to the College	X		X		Within 30 days
B. Winter semester prepare goals 1. Primary duties 2. Professional Development 3. Service to the College		X		X	Within 30 days
II. PRIMARY DUTY REVIEWS					
A. One Classroom Observation and review of non-instructional duties		X			Biennial
or					
Two Classroom Observations and review of non-instructional duties	X				One Fall/ One Winter
1. Dean forwards to Faculty	X	X			Within 3 weeks
2. Faculty signs/returns to Dean	X	X			Within 7 days
B. One Performance Observation and Review of other duties		X		X	Biennial
or					
Two Performance Observations and Review of other duties	X		X		One Fall/ One Winter
1. Dean forwards to Faculty	X	X	X	X	Within 3 weeks
2. Faculty signs/returns to Dean	X	X	X	X	Within 7 days
III. STUDENT ASSESSMENT					
A. Student Questionnaire (once)		X		X	Biennial
or					
Student Questionnaire (twice)	X		X		Fall/Winter
1. Tabulated (by HRD) sent to Dean	X	X	X	X	Within 3 weeks
2. Dean forwards to faculty	X	X	X	X	Within 1 week
3. Faculty signs/returns to Dean	X	X	X	X	Within 7 days

	Probationary Faculty	Continuing Contract Faculty	Probationary Classified Faculty	Continuing Contract Class. Faculty	
IV. FACULTY SELF ASSESSMENT					
A. Faculty Self Assessment to Dean 1. Peer Review (option)	X	X			6 weeks before Dean's summative Review
B. Classified Faculty Self Assessment 1. Review by Teaching Faculty Assessment (Option)			X	X	6 weeks before Dean's summative Review
V. DEAN'S ANNUAL SUMMARY REVIEW					
A. Review Areas 1. Primary duties 2. Professional Development 3. Service to the College	X	X	X	X	End of either Fall or Winter Terms
B Professional Portfolio 1. Primary duties 2. Professional Development 3. Service to the College 4. Student assessments 5. Supervisor reviews 6. Peer review 7. Other	X		X		During 3rd or 4th Semester of Employment
VI. EMPLOYMENT STATUS/ COLLEGE WILL NOTIFY	X		X		During last term of probationary status
VII. FACULTY PDE APPEALS					
Appeals	X	X	X	X	Within 15 days
Appeals Body Convened by HRM	X	X	X	X	Within 2 weeks
Appeals Body Report	X	X	X	X	Within 4 weeks

CHAPTER IV

IMPLEMENTATION AND ON-GOING REVIEW

SETTING PDE GOALS

All faculty will set their PDE goals/objectives for the period covering April 1991 through June of 1992.

PRIMARY DUTY REVIEWS AND STUDENT ASSESSMENTS

Half of the faculty are to undertake a primary duty review during either Winter term 1991 or Fall term 1991. The other half of the faculty will engage in student assessment during one of these semesters. This will start off the PDE cycles. On alternating years faculty will either engage in student assessment or primary duty review.

To initiate each of these cycles, 50% of the continuing contract faculty in a division will be asked to volunteer. If less than 50% of the faculty volunteer for each review form, those with the least seniority among the continuing contract faculty will make up the 50% needed for each type of assessment (student and primary duty).

SELF ASSESSMENTS

All faculty will be required to complete their first self-reviews no later than April of 1992. It is anticipated that faculty will be completing self reviews throughout the academic year once the PDE system evolves over time.

SUMMATIVE REVIEWS

All deans will be required to complete first cycle continuing contract faculty annual reviews no later than May 1992.

PROJECTED PDE TIMETABLE 1991-92

The listing below represents the projected sequence for the start up of PDE activities for continuing contract faculty. Where possible, it is anticipated that volunteers will be the first groups of faculty to use the various PDE procedures.

1. PDE system start-up (handbook distributed to all faculty).
2. All faculty set their goals/objectives for the period covering April 1991 through June of 1992.
3. Faculty Volunteers - Use Student Assessment Instrument.
4. Faculty Volunteers - Use primary duty review instruments.

5. Deans work with faculty to set PDE plans for full implementation in 91/92 (faculty grouped for either student or primary duty assessments in 1991/92).
6. PDE system modification/corrections/improvements through a formal review after the first year of use.

ONGOING REVIEW AND ENHANCEMENT

It is expected that with ongoing experience with the PDE procedures, the need will appropriately arise to modify or change the system. This will be accomplished through the work of the 8 member (4 faculty, 4 administrators) ad hoc PDE Task Force appointed by the College President and the President of the WCCEA. This group will work through the College Staff Planning, Development and Evaluation Committee in the College Governance structure which carries the responsibility to review all staff professional development and evaluation systems.

The task force will determine recommended enhancements and/or system improvements based on survey feedback gathered from faculty and academic administrators.

All proposed changes will be subject to review and reaction by all faculty and need to be endorsed by the College Council of the governance structure. The review of the PDE system will take place once a year for the first two years of implementation starting in 1992, and then every three years thereafter.

WASHTENAW COMMUNITY COLLEGE
INSTRUCTIONS FOR COMPLETION OF THE FACULTY PRIMARY DUTY REVIEW FORMS (Appendix A-1 to A-7)

Each faculty member's primary duties will be reviewed by the respective dean on an every-other-year basis. The review process will consist of at least one observation of primary duties, and at least two meetings of the dean and faculty member.

Procedure:

1. The dean will arrange a pre-conference with the faculty member to decide on the date and time for observation of primary duties. At this meeting other elements such as pre-class preparation or instruments used to evaluate students will be discussed.

2. The dean will visit, at least once, the class or other respective environment(s) of primary duty activities as arranged.

3. The dean will complete the Faculty Review Form, sign it, and send it to the faculty member within three weeks of the observation. The dean will suggest an appointment date to meet and discuss the completed form with the faculty member.

4. The dean and the faculty member will meet and discuss all elements of the completed form.

5. After the second meeting the faculty member will review the form, sign it, and return it to the dean within seven college days.

Note: More specific instructions for review of primary duties in the student services and learning resource divisions will be developed as division procedures as determined by the dean and faculty members of the area.

pde-inst

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
FOR TEACHING FACULTY

Faculty Member Name:_____ Status: Probationary ☐ Continuing ☐

Class Observed:_____ Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

*These ratings require narrative explanations.

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

Criteria	Rating	Narrative/Recommendations
INSTRUCTIONAL REVIEW ELEMENTS		
A. Effectiveness of pre-class preparation and course development demonstrated by:		
1) Preparation of a course outline for the semester based on the official course syllabus.		
2) Distribution of a lecture and/or lab material that is relevant to the objectives of the course.		
3) Selection and organization of course content in a manner which reflects the principles of continuity, sequence and integration.		
4) Well-planned utilization of appropriate instructional equipment.		
5) Well-planned classroom activities.		
6) Well planned laboratory activities.		
7) Well-planned use of appropriate laboratory equipment.		
8) Use of feedback from teaching and other experiences to revise and update content, objectives, and instructional strategies as necessary.		

Criteria	Rating	Narrative/Recommendations
B. Establishment of an environment conducive to student learning demonstrated by:		
1) Distribution of a course outline to students at the beginning of the semester.		
2) Presentation of a purposefully organized lesson.		
3) Starting of class on time and continued presence throughout the class period.		
4) Knowledge of subject area.		
5) Stimulation and maintenance of students' attention and involvement (examples might be the use of lecture, media, discussion, questioning, group activities, humor, voice modulation or animation, and pacing of class presentations).		
6) Management of class time to match both student needs and the course outline.		
7) Communication at a level appropriate to the ability of students.		
8) Establishment of a positive rapport with the class.		
9) Appropriate response to students' questions.		
10) Maintenance of an environment that assures students' psychological and physical well being in course-related activities.		
11) Management of an environment that demonstrates concern for students' psychological well-being.		
C. Effectiveness of evaluation of student performance demonstrated by:		
1) Use of diagnostic and evaluation instruments which effectively and fairly measure the degree to which the student has achieved the stated learning objectives.		
2) Evaluation of student progress at the end of manageable units of instruction and provision of appropriate and timely feedback.		
3) Providing the student with the criteria for grading in each course in accordance with college grading policy.		

Criteria	Rating	Narrative/Recommendations
NON-INSTRUCTIONAL REVIEW ELEMENTS		
D. Effectiveness in contributing to students' success evidenced by:		
1) Sensitivity in working with students of varying ages and backgrounds.		
2) Determining, when appropriate, that referrals are needed and facilitating those referrals, assisting the student to the extent needed.		
E. Effectiveness in contributing to program marketing and student success demonstrated by:		
1) Academic advising and career guidance of potential, new and/or returning students.		
2) Cooperation with appropriate college personnel to promote student success.		
3) Participation in the community in activities that promote WCC.		
F. Competencies in meeting professional obligations demonstrated by:		
1) Fulfillment of appointments and scheduled office hours.		
2) Availability to meet with students individually.		
3) Maintenance of instructional lab(s) and/or equipment.		
4) Adherence to college policies and procedures.		
5) Competence in written and oral communications.		
6) Attendance at College-sponsored functions or activities during the year.		
7) Maintenance or preparation, as needed, of course syllabi.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
FOR STUDENT SUPPORT FACULTY

Faculty Member Name:_____ Status: Probationary ☐ Continuing ☐

Class Observed:_____ Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

*These ratings require narrative explanations.

Criteria	Rating	Narrative/Recommendations
STUDENT SUPPORT REVIEW ELEMENTS		
A. Competencies in delivery of student success programs and activities demonstrated by:		
1) Knowledge of student support techniques, theories, policies, and procedures as they apply to community college students.		
2) Participation in enrollment, orientation, matriculation, and retention activities.		
3) Development of activities and/or projects that demonstrate student success.		
4) Following through on assignments, activities and/or projects.		
5) Cooperation with appropriate college personnel.		

Criteria	Rating	Narrative/Recommendations
B. Competencies in delivery of individual student support services demonstrated by:		
1) Sensitivity in working with students of varying backgrounds.		
2) Knowledge and use of current vocational information in assisting students.		
3) Knowledge of career decision-making processes.		
4) Knowledge of proper requirements related to WCC programs.		
5) Knowledge of proper requirements for transfer institutions.		
6) Assisting each student to the extent possible, determining when referrals are needed and facilitating those referrals.		
7) Maintenance of a confidential relationship with students and staff consistent with professional guidelines and relevant laws.		
8) Consultation with teaching faculty regarding student problems or needs.		
9) Providing academic advising consistent with awareness of students' ability to succeed.		
10) Respectful communication.		

Criteria	Rating	Narrative/Recommendations
11) Development of innovative services or techniques to meet individual student needs.		
12) Development of inter-divisional projects to enhance student success.		
13) Development of inter-institutional programs to promote student success		
C. Competencies in meeting professional obligations:		
1) Fulfillment of appointments and scheduled office hours.		
2) Adherence to assigned work schedule.		
3) Adherence to College policies and procedures.		
4) Competence in written and oral communications.		
5) Attendance at College-sponsored functions or activities during the year.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
FOR LEARNING RESOURCE FACULTY

Faculty Member Name:_____ Status: Probationary ☐ Continuing ☐

Class Observed:_____ Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

*These ratings require narrative explanations.

Criteria	Rating	Narrative/Recommendations
REVIEW ELEMENTS		
A. Effectiveness of bibliographic instruction preparation and development demonstrated by:		
1) Well-planned system for scheduling sessions and preparing and communicating bibliographic instruction guidelines.		
2) Preparation of outlines for instructional sessions.		
3) Organization of lecture material that is relevant to the objectives of the session.		
4) Selection and organization of session content in a manner which reflects both course objectives and library skills objectives.		
5) Well-planned utilization of appropriate instructional equipment and library equipment.		
6) Well-planned classroom activities and follow-up activities.		
7) Use of feedback from teaching and other experiences to revise and update content, objectives, and instructional strategies as necessary.		

Criteria	Rating	Narrative/Recommendations
B. Establishment of a bibliographic instruction environment conducive to student learning demonstrated by:		
1) Presentation of a purposefully organized lesson.		
2) Starting of session on time.		
3) Knowledge of subject area.		
4) Stimulation and maintenance of students' attention and involvement (examples might be the use of lecture, media, discussion, questioning, group activities, humor, voice modulation or animation, and pacing of class presentations).		
5) Management of class time to match both student needs and instructional session outline.		
6) Communication at a level appropriate to the ability of the students.		
7) Establishment of a positive rapport with the class.		
8) Effective response to students' questions.		
C. Effectiveness of reference service demonstrated by:		
1) Knowledge of all library collections, with particular emphasis on reference collection.		
2) Knowledge of supplemental off-campus resources.		
3) Knowledge of all formats relating to library resources.		
4) Conducting thorough reference interviews.		
5) Assisting each student to the extent possible, providing requested information or suggesting alternatives.		
6) Instructing students and other patrons in the use of all library information sources.		
7) Sensitivity in working with students of varying backgrounds.		
8) Providing on-line database search services where applicable.		

Criteria	Rating	Narrative/Recommendations
9) Developing handbooks and bibliographic materials as reference aids.		
10) Developing displays of materials appropriate to the college community.		
11) Developing publicity on collections and services for the college community.		
12) Cooperating with appropriate college personnel to promote student success.		
D. Effectiveness of collection development as demonstrated by:		
1) Knowledge and use of review sources, evaluative guides, and publishing trends.		
2) Knowledge of college curriculum, methods of instruction, characteristics of student body, and enrollment patterns.		
3) Maintenance of communication with faculty and administrators to solicit information needs and encourage submission of materials requests.		
4) Following Learning Resource Division policies and procedures.		
5) Selecting appropriate materials.		
6) Developing and assessing useful collections.		

Criteria	Rating	Narrative/Recommendations
E. Effectiveness of organizational skills evidenced by:		
1) Participation in designing, organizing, and indexing library databases.		
2) Providing descriptive cataloging.		
F. Competencies in meeting professional obligations demonstrated by:		
1) Fulfillment of appointments and assigned work schedules.		
2) Availability to meet with students and other patrons individually.		
3) Maintenance of bibliographic instruction classroom.		
4) Adherence to college policies and procedures.		
5) Competence in written and oral communications.		
6) Attendance at college-sponsored functions or activities during the year.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
FOR LABORATORY OR CLINICAL INSTRUCTORS

Faculty Member Name:_____ Status: Probationary ☐ Continuing ☐

Class Observed:_____ Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

*These ratings require narrative explanations.

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

Criteria	Rating	Narrative/Recommendations
INSTRUCTIONAL REVIEW ELEMENTS		
A. Effectiveness of pre-laboratory/clinical preparation and course development demonstrated by:		
1) Assisting in preparation of a laboratory/clinical outline for the semester based on the official course syllabus.		
2) Assisting in organization of laboratory/clinical material that is relevant to the objectives of the course.		
3) Assisting in selection and organization of laboratory/clinical content in a manner which reflects the principles of continuity, sequence and integration.		
4) Assisting in selection and organization of laboratory/clinical content in a manner which incorporates the standards of outside regulatory and/or affiliating health agencies.		
5) Well-planned utilization of appropriate instructional materials.		
6) Well-planned laboratory/clinical activities.		

Criteria	Rating	Narrative/Recommendations
7) Well-planned use of appropriate laboratory/clinical equipment.		
8) Use of feedback from teaching and other experiences to assist in revising and updating content, objectives, and instructional strategies as necessary.		
B. Establishment of an environment conducive to student learning demonstrated by:		
1) Distribution of laboratory/clinical outline to students at the beginning of the semester.		
2) Presentation of a purposefully organized laboratory/clinical lesson.		
3) Starting of class on time and continued presence throughout the period.		
4) Knowledge of subject area.		
5) Stimulation and maintenance of students' attention and involvement.		
6) Management of laboratory/clinical time to match both student needs and the course outline.		
7) Communication at a level appropriate to the ability of the students.		
8) Establishment of a positive rapport with the students.		
9) Appropriate response to students' questions.		
10) Maintenance of an environment that assures students' physical well-being in laboratory/clinical related activities.		
11) Management of an environment that demonstrates concern for students' psychological well-being.		
C. Effectiveness of evaluation of student performance demonstrated by:		
1) Use of diagnostic and evaluation instruments which effectively measure the degree to which the student has achieved the stated learning objectives.		

Criteria	Rating	Narrative/Recommendations
2) Evaluation of student progress at the end of manageable units of instruction and provision of appropriate and timely feedback.		
3) Providing the student with the criteria for grading in each course in accordance with the college grading policy.		
NON-INSTRUCTIONAL REVIEW ELEMENTS		
D. Effectiveness in contributing to students' success evidenced by:		
1) Sensitivity in working with students of varying backgrounds.		
2) Determining, when appropriate, that referrals are needed and facilitating those referrals, assisting the student to the extent needed.		
E. Effectiveness in contributing to program marketing and student success demonstrated by:		
1) Academic advising and career guidance of potential, new and/or returning students.		
2) Cooperation with appropriate college personnel to promote student success.		
3) Cooperation with appropriate outside regulatory and/or affiliating health agencies to promote student success.		
4) Participation in the community in activities that promote WCC.		
F. Competencies in meeting professional obligations demonstrated by:		
1) Fulfillment of appointments and scheduled office hours.		
2) Availability to meet with students individually.		
3) Maintenance of instructional lab(s) and/or equipment.		
4) Maintaining current licensing and/or certification.		

Criteria	Rating	Narrative/Recommendations
5) Adherence to college policies and procedures.		
6) Supervision of student assistant(s).		
7) Competence in written and oral communications.		
8) Attendance at college-sponsored functions or activities during the year.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

ev-lc

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
FOR STUDENT ADVISORS

Faculty Member Name:_____ Status: Probationary ☐ Continuing ☐

Class Observed:_____ Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

*These ratings require narrative explanations.

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

Criteria	Rating	Narrative/Recommendations
REVIEW ELEMENTS		
A. Competencies in delivery of student support programs and activities demonstrated by:		
1) Knowledge of student support techniques, theories, policies, and procedures as they apply to community college students.		
2) Participation in enrollment orientation, articulation, matriculation, and retention activities.		
3) Assisting in implementing activities and/or projects that demonstrate student success.		
4) Developing and maintaining a cooperative relationship with local educational institutions, community agencies, and other interested groups.		
5) Following through on assignments, activities and/or projects.		
6) Cooperation with appropriate college personnel to promote student success.		

Criteria	Rating	Narrative/Recommendations
B. Competencies in delivery of individual student support services demonstrated by:		
1) Sensitivity in working with students of varying backgrounds.		
2) Knowledge and use of current career information in assisting students.		
3) Knowledge of requirements related to WCC programs.		
4) Knowledge of requirements for transfer institutions.		
5) Assisting each student to the extent possible, determining when referrals to counselors are needed and facilitating those referrals.		
6) Maintenance of a confidential relationship with students and staff consistent with professional guidelines and relevant laws.		
7) Consultation with faculty regarding student problems or needs.		
8) Respectful communication.		
C. Competencies in meeting professional obligations demonstrated by:		
1) Fulfillment of appointments and scheduled office hours.		
2) Adherence to assigned work schedule.		
3) Adherence to College policies and procedures.		
4) Competence in written and oral communications.		
5) Attendance at college-sponsored functions or activities during the year.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
FOR INSTRUCTIONAL LABORATORY ASSISTANTS

Faculty Member Name:_____ Status: Probationary ☐ Continuing ☐

Class Observed:_____ Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

*These ratings require narrative explanations.

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

Criteria	Rating	Narrative/Recommendations
INSTRUCTIONAL REVIEW ELEMENTS		
A. Effectiveness of pre-laboratory preparation demonstrated by:		
1) Assembling demonstration materials as directed by instructor.		
2) Maintaining inventory of laboratory.		
B. Establishment of an environment conducive to student learning demonstrated by:		
1) Assisting instructors during laboratory sessions.		
2) Assisting with equipment usage.		
3) Starting of session on time and presence at scheduled sessions.		
4) Knowledge of subject area.		
5) Communication at a level appropriate to the ability of the students.		
6) Establishment of a positive rapport with the students.		

Criteria	Rating	Narrative/Recommendations
7) Appropriate response to students' questions.		
8) Maintenance of an environment that assures students' physical well-being in laboratory related activities.		
9) Management of an environment that demonstrates concern for students' psychological well-being.		
NON-INSTRUCTIONAL REVIEW ELEMENTS		
C. Effectiveness in contributing to students' success evidenced by:		
1) Sensitivity in working with students of varying backgrounds.		
D. Effectiveness in contributing to program marketing and student success demonstrated by:		
1) Cooperation with appropriate college personnel.		
E. Competencies in meeting professional obligations demonstrated by:		
1) Fulfillment of appointments and scheduled office hours.		
2) Availability to meet with students individually.		
3) Maintenance of instructional laboratory(s) and/or equipment.		
4) Adherence to college policies and procedures		
5) Competence in written and oral communications.		
6) Attendance at college-sponsored functions or activities during the year.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

WASHTENAW COMMUNITY COLLEGE
FACULTY PRIMARY DUTY REVIEW FORM
NON-INSTRUCTIONAL LABORATORY ASSISTANTS

Lab Assistant Name:_____ Status: Probationary ☐ Continuing ☐

Date:_____ Room_____

Evaluator:_____ Title_____

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
NA	Not applicable

*These ratings require narrative explanations.

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

Criteria	Rating	Narrative/Recommendations
REVIEW ELEMENTS		
A. Effectiveness in contributing to an environment which promotes student success demonstrated by:		
1) Establishing positive rapport with students.		
2) Communicating at an appropriate level with students.		
3) Starting meetings with students on time.		
4) Assisting professional staff with student group activities, such as Orientations, Student Success Seminars, and Career Planning Seminars.		
B. Effectiveness in contributing to program and activity implementation demonstrated by:		
1) Knowledge of materials and resources which are designed to facilitate student success.		
2) Assisting in disseminating information to students.		
3) Cooperating with appropriate College personnel to promote student success.		

Criteria	Rating	Narrative/Recommendations
4) Cooperating with appropriate outside agencies to promote student success.		
5) Participating in the community in activities that promote WCC.		
C. Effectiveness of preparation for contributing to student success demonstrated by:		
1) Planning appropriately and completely for student sessions.		
2) Keeping abreast of current trends in the field.		
3) Attending workshops, seminars, and other professional development activities.		
D. Competencies in meeting professional obligations demonstrated by:		
1) Fulfillment of appointments and scheduled office hours.		
2) Adherence to assigned work schedule.		
3) Adherence to College policies and procedures		
4) Competence in written and oral communications.		
5) Attendance at College-sponsored functions or activities during the year.		

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Comments:

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

ITEM SELECTION FORM

FOR TEACHING FACULTY INCLUDING CLINICAL AND LABORATORY INSTRUCTORS

(Instructions for Faculty)

Faculty Name: _____

Department: _____

Semester: _____

Courses & Section Numbers: _____ _____

_____ _____

_____ _____

Student assessments of teaching effectiveness will be conducted during the last quarter of the course in the evaluation semester. Evaluation forms will be preprinted for each class section. All forms will include three core items:

1. My instructor displays a clear understanding of course topics.
2. My instructor is an effective teacher.
3. I would recommend this instructor to other students.

In addition to the three core items, you must select one item from each standard item category (A through K) of the menu and you may select three additional items from the supplemental categories (L through N) if applicable. If you are teaching a laboratory course, you must select an item from category N. If the supplemental items do not relate to your teaching assignment, the three additional items may be selected from other categories. You may also write two optional items of your own (O & P). Once you have chosen a set of items, that set becomes your STANDARD SET. The items in your STANDARD SET will be printed on all of the evaluation forms. You may review and change your STANDARD SET once every two years.

List the numbers of your STANDARD SET of items:

A. _____ H. _____
B. _____ I. _____
C. _____ J. _____
D. _____ K. _____
E. _____ L. _____
F. _____ M. _____
G. _____ N. _____

Optional instructor developed items (Limit to 80 characters each, including spaces.)

O. _____

P. _____

WASHTENAW COMMUNITY COLLEGE
STUDENT EVALUATION OF FACULTY
FOR TEACHING FACULTY INCLUDING CLINICAL AND LABORATORY INSTRUCTORS
MENU

A. COMMUNICATING AT A LEVEL APPROPRIATE TO THE ABILITY OF STUDENTS

A1 My instructor explains experiments and/or assignments clearly.
A2 Difficult topics are presented in understandable ways.
A3 My instructor has an effective style of presentation.
A4 My instructor talks at a pace suitable for maximum comprehension.
A5 My instructor speaks audibly and clearly.
A6 My instructor draws and explains diagrams effectively.
A7 My instructor writes legibly on the blackboard.

B. STIMULATING AND MAINTAINING THE ATTENTION AND INVOLVEMENT OF STUDENTS

B1 My instructor makes learning interesting.
B2 My instructor holds the attention of the class.
B3 My instructor stimulates interest in the course.
B4 My instructor displays enthusiasm when teaching.
B5 My instructor uses many methods to involve me in learning.
B6 My instructor challenges and motivates me to learn.
B7 My instructor makes good use of examples and illustrations.
B8 My instructor includes a sufficient number of practical exercises.
B9 My instructor develops classroom discussion skillfully.
B10 My instructor raises challenging questions for discussion.
B11 My instructor provides an opportunity for students to learn from other students.
B12 My instructor's outside experiences enrich course content.

C. BROADENING THE OUTLOOK OF STUDENTS

C1 My instructor stimulates my thinking.
C2 My instructor provides many challenging new viewpoints.
C3 My instructor teaches me to value the viewpoint of others.
C4 My instructor fosters respect for new points of view.
C5 My instructor effectively challenges me to think.
C6 My instructor encourages student creativity.
C7 My instructor inspires me to learn more about this subject.
C8 My instructor respects divergent viewpoints.
C9 My instructor encourages divergent thinking.
C10 My instructor encourages an appreciation for education in general.
C11 My instructor demonstrates the relevance and importance of the subject matter.

D. TEACHING RELATIONSHIPS AND CONCEPTS

D1 My instructor emphasizes relationships between and among topics.
D2 My instructor helps me apply theory to solve problems.
D3 My instructor emphasizes conceptual understanding of material.
D4 My instructor effectively blends facts with theory.
D5 My instructor clearly explains relationships among course topics.
D6 My instructor builds understanding of concepts and principles.

E. PROVIDING FEEDBACK TO STUDENTS

E1 My instructor regularly evaluates progress in learning.
E2 My instructor suggests specific ways I can improve.
E3 My instructor recognizes and encourages success in this course.
E4 My instructor can gauge what I know and what I should do next.
E5 My instructor uses exams to help me find strengths and weaknesses.
E6 My instructor returns papers promptly.
E7 My instructor evaluates often.

F. ESTABLISHING RESPECT AND RAPPORT

F1 I feel free to express and explain my own views in class.
F2 When I have a question or comment, I know it will be respected.
F3 I feel free to ask questions in class.
F4 My instructor respects constructive criticism.
F5 I feel free to challenge my instructor's ideas in class.
F6 My instructor shows a sensitivity to individual interests/abilities.
F7 My instructor readily maintains rapport with this class.

G. PROVIDING AND UTILIZING COURSE GOALS OR OBJECTIVES

G1 My instructor has stated the objectives of this course.
G2 My instructor consistently pursues the stated goals of this course.
G3 I understand what my instructor expects of me in this course.
G4 My instructor's lectures are highly relevant to course objectives.

H. EVALUATING STUDENT PERFORMANCE

H1 My instructor's exams assess what I have learned in this course.
H2 My instructor's exams cover a reasonable amount of material.
H3 My instructor's exams stress important points of the lectures/text.
H4 My instructor's exams in this course have instructional value.
H5 My instructor's exams are creative and require original thought.
H6 My instructor's exams are reasonable in length and difficulty.
H7 My instructor's exams are coordinated with major course objectives.
H8 My instructor's grades for assignments and tests are assigned fairly and impartially.
H9 My instructor's grading system was clearly explained.

I. PREPARING AND ORGANIZING COURSE

I1 My instructor seems well prepared for class.
I2 My instructor presents the course in an organized manner.
I3 My instructor organizes lecture material that is relevant to the objectives of the course.
I4 My instructor utilizes appropriate instructional equipment.
I5 My instructor's classroom activities are well-planned.
I6 My instructor coordinates lecture and textbook material.
I7 Teaching methods used in this course are well chosen.
I8 My instructor's lectures supplement the textbook.

J. MAKING ASSIGNMENTS

J1 The assigned readings significantly contribute to this course.
J2 The assigned reading is well integrated into this course.
J3 Length and difficulty of assigned readings are reasonable.
J4 Assigned readings are interesting and hold my attention.
J5 Assignments are of definite instructional value.
J6 Assignments are related to goals of this course.
J7 Directions for course assignments are clear and specific.
J8 The number and length of course assignments are reasonable.
J9 Class projects are related to course goals and objectives.
J10 The instructor's prepared material are effective.
J11 I find the instructor's emphasis on individual projects stimulating.

K. PROVIDING HELP AS NEEDED

K1 My instructor is actively helpful when students have problems.
K2 My instructor's explanations and comments are usually helpful.
K3 My instructor provides help as needed.
K4 My instructor is receptive to questions.
K5 My instructor is readily available for consultation.

L. USING INSTRUCTIONAL MEDIA

L1 My instructor makes excellent use of the overhead projector.
L2 My instructor makes excellent use of video.
L3 The use of films, video tapes, audio tapes, slides, etc. makes the course very interesting.
L4 Films, video tapes, audio tapes, slides, etc. used in this course are well chosen.
L5 Films, video tapes, audio tapes, slides, etc., are an asset to this course.
L6 Films, video tapes, audio tapes, slides, etc., used in class are well-integrated with course topics.

M. USING OTHER TEACHING METHODOLOGIES

M1 Team teaching is effectively used in this course.
M2 Instruction is well-coordinated among the team teachers.
M3 Team teaching provided insights a single instructor could not.
M4 The team teaching approach adequately meets my needs/interests.
M5 When this class meets with other classes, content is enriched.
M6 The guest speaker(s) contribute significantly to this course.
M7 The speaker(s) who address us communicate effectively.
M8 An appropriate number of outside lectures is used.
M9 The field trips contribute significantly to course content.
M10 My instructor effectively uses simulation exercises.

N. PREPARING AND ORGANIZING LABORATORY ACTIVITIES

N1 My instructor's lab procedures are clearly explained to me.
N2 My instructor thoroughly understands lab experiments/equipment.
N3 My instructor is available for assistance throughout lab sessions.
N4 My instructor's lab sessions are well-organized.
N5 My instructor's lab assignments are reasonable in length and complexity.
N6 My instructor's lab assignments have instructional value.
N7 My instructor's lab assignments are promptly returned to me.
N8 My instructor's lab activities are well-planned.
N9 My instructor's use of laboratory equipment is well-planned.

WASHTENAW COMMUNITY COLLEGE

STUDENT INSTRUCTIONS FOR COMPLETING EVALUATION FORMS

FOR TEACHING FACULTY
INCLUDING CLINICAL AND LABORATORY INSTRUCTORS

(to be read to students in the class)

The evaluation form you are about to fill out will be handled confidentially.

We ask that you *not* sign your name.

We guarantee that your instructor will not see the forms you turn in. He or she will see only a separate document onto which the results of the questionnaires have been tabulated. Your written comments will only be seen by your instructor after they have been typed and transferred to this separate document. The final document of tabulated results will not be given to your instructor until next semester.

Please feel free to comment openly and candidly. Your input can help your instructor restructure courses, refine teaching techniques, etc.

Please use the No. 2 pencils provided.

When the last form is turned in, all the forms will be collected in the envelope; the envelope will be sealed and returned to the Academic Services Office.

WASHTENAW COMMUNITY COLLEGE
Student Evaluation of Teaching Faculty

In order to maintain quality instruction at WCC you are asked to evaluate the teaching effectiveness of your instructor. There are no right or wrong answers...respond exactly as you feel. Please **DO NOT SIGN** your name to this form. Indicate your rating by blackening in the appropriate space SOLIDLY and COMPLETELY. Use #2 PENCIL ONLY. These forms will be destroyed after tabulation and transcription.

Faculty Name	**Course Number**	**Section Number**	**Course Title**
_____	_____	_____	_____

Please read each item carefully. Select response and mark in pencil. Erase changes completely.

SA	Strongly Agree
A	Agree
N	Neutral
D	Disagree
SD	Strongly Disagree

---------- Mandatory items ----------

1. My instructor displays a clear understanding of course topics. SA A N D SD
2. My instructor is an effective teacher.
3. I would recommend this instructor to other students.

---------- Faculty-selected items ----------

A
B
C
D
E
F
G
H
I
J
K
L
M
N

---------- Optional faculty-developed items ----------

O
P

Faculty Name: _____

Course Number: _____ **Section Number:** _____

Course Title: _____

Please answer the first three questions by indicating **Yes** or **No**:

		Yes	No
1.	Does your instructor distribute a course outline to students at the beginning of the semester?	_____	_____
2.	Does your instructor start class on time?	_____	_____
3.	Does your instructor remain present throughout class sessions?	_____	_____

4. Describe strengths of this instructor: try to be specific; use examples.

_____

_____

_____

_____

5. Describe weaknesses of this instructor: try to be specific; use examples.

_____

_____

_____

_____

6. Does your instructor treat all students fairly? If no, please explain.

_____

_____

_____

_____

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

ITEM SELECTION FORM

FOR STUDENT SUPPORT PROFESSIONAL FACULTY AND STUDENT ADVISORS

(Instructions for Faculty)

Faculty Person Name:_____

Department:_____

Semester:_____

Student evaluations of Faculty effectiveness will be conducted throughout the semester at mutually agreed upon times. Evaluation forms will include three core items:

1. The Faculty Member/Advisor displayed a clear understanding of my issues.
2. The Faculty Member/Advisor was effective in responding to my concerns.
3. I would recommend this Faculty Member/Advisor to other students.

In addition to the three core items, you should select two items from each standard item category (A through E) of the menu. You may also write two optional items of your own. Once a you have chosen a set of items, that set becomes your STANDARD SET. The items in your STANDARD SET will be printed on all of your evaluation forms. You may review and change their STANDARD SET prior to each evaluation period.

List the numbers of your STANDARD SET of items:

A. _____ D. _____

A. _____ D. _____

B. _____ E. _____

B. _____ E. _____

C. _____

C. _____

Optional Faculty Member/Advisor developed items (limit to 80 characters each, including spaces.)

O. _____

P. _____

WASHTENAW COMMUNITY COLLEGE
STUDENT EVALUATION OF FACULTY
FOR STUDENT SUPPORT PROFESSIONAL FACULTY AND STUDENT ADVISORS
MENU

A. COMMUNICATING AT A LEVEL APPROPRIATE TO THE ABILITY OF STUDENTS

A1 The Faculty Member/Advisor explained options and program requirements clearly.
A2 Difficult concepts were presented in understandable ways.
A3 The Faculty Member/Advisor had an effective style of presentation.
A4 The Faculty Member/Advisor talked at a pace suitable for maximum comprehension.
A5 The Faculty Member/Advisor spoke audibly and clearly.

B. STIMULATING AND MAINTAINING THE ATTENTION AND INVOLVEMENT OF STUDENTS

B1 The Faculty Member/Advisor stimulated interest in being a successful student.
B2 The Faculty Member/Advisor displayed enthusiasm during the interview.
B3 The Faculty Member/Advisor used many methods to assist me in problem solving.
B4 The Faculty Member/Advisor challenged and motivated me to acquire conflict-resolution skills.
B5 The Faculty Member/Advisor included a number of practical techniques for course and classroom management.
B6 The Faculty Member/Advisor raised challenging questions for discussion.

C. BROADENING THE OUTLOOK OF STUDENTS

C1 The Faculty Member/Advisor stimulated my thinking.
C2 The Faculty Member/Advisor provided challenging new viewpoints regarding career planning.
C3 The Faculty Member/Advisor encouraged me to value the viewpoint of others.
C4 The Faculty Member/Advisor fostered respect for new points of view.
C5 The Faculty Member/Advisor inspired me to learn more about student success techniques.
C6 The Faculty Member/Advisor respected divergent viewpoints.
C7 The Faculty Member/Advisor encouraged divergent thinking.
C8 The Faculty Member/Advisor encouraged an appreciation for education in general.

D. ESTABLISHING RESPECT AND RAPPORT

D1 I felt free to express and explain my own views.
D2 When I had a question or comment, it was respected.
D3 I felt free to ask questions.
D4 The Faculty Member/Advisor respected constructive criticism.
D5 The Faculty Member/Advisor showed a sensitivity to my interests/abilities.
D6 The Faculty Member/Advisor dealt fairly and impartially with me.

E. PROVIDING HELP AS NEEDED

E1 The Faculty Member/Advisor's explanations and comments were helpful.
E2 The Faculty Member/Advisor provided help as needed.
E3 The Faculty Member/Advisor was receptive to questions.
E4 The Faculty Member/Advisor gave accurate information.
E5 The Faculty Member/Advisor was prepared and organized for the appointment.
E6 The Faculty Member/Advisor explained procedures, requirements, and information in an understandable manner.
E7 The Faculty Member/Advisor demonstrated knowledge of the service area.

WASHTENAW COMMUNITY COLLEGE

STUDENT INSTRUCTIONS FOR COMPLETING EVALUATION FORM

FOR STUDENT SUPPORT PROFESSIONAL FACULTY AND STUDENT ADVISORS

(to be read by students)

The form which you are being asked to complete is an evaluation of the Faculty Member/Advisor who recently assisted you. That person will not see the form you complete. A separate document will be provided for the Faculty Membr/Advisor which will indicate a tabulation of responses from these forms.

Your evaluation of this Faculty Member/Advisor is important in providing information that can enhance the ability of the individual to meet your personal needs.

Please use a #2 pencil.

Once you have completed the form, please return it in the envelope provided to the Academic Services Office.

WASHTENAW COMMUNITY COLLEGE
Student Evaluation of Faculty
For Student Support Professional Faculty and Student Advisors

In order to maintain quality service at W.C.C. you are asked to evaluate the effectiveness of this student support person. There are no right or wrong answers...respond exactly as you feel. Please **DO NOT SIGN** your name to this form. Indicate your rating by blackening in the appropriate space SOLIDLY and COMPLETELY. Use #2 PENCIL ONLY. These forms will be destroyed after tabulation and transcription.

Faculty Member/Advisor: _____

Please read each item carefully. Select response and mark in pencil. Erase changes completely.

Y Yes
N No
NA Not Applicable

---------- Mandatory items ----------

1. The Faculty Member/Advisor displayed a clear understanding of my issues. Y N NA
2. The Faculty Member/Advisor was effective in responding to my concerns.
3. I would recommend this Faculty Member/Advisor to other students.

---------- Faculty-selected items ----------
(two from each category)

A _____ _____
B _____ _____
C _____ _____
D _____ _____
E _____ _____

---------- Optional faculty-developed items ----------

O _____
P _____

Faculty Member/Advisor Name: _____

1. Describe strengths of this Faculty Member/Advisor. Try to be specific and use examples.

   _____

   _____

   _____

2. Describe weaknesses of this Faculty Member/Advisor. Try to be specific and use examples.

   _____

   _____

   _____

3. The Faculty Member/Advisor dealt fairly with me. If not, please explain.

   _____

   _____

   _____

4. What is your major program?

   _____

pde-adv

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

ITEM SELECTION FORM

FOR LEARNING RESOURCE FACULTY

(Instructions for Faculty)

Faculty Name:_____

Department:_____

Semester:_____

Reference Service / Bibliographic Instruction (circle one)

Student assessments of librarian effectiveness will be conducted during the librarians' scheduled work hours at times mutually agreed upon by the faculty member and the supervisor.

Evaluation forms will be preprinted. All forms will include the following core item:

1. I would recommend this reference librarian to other students.

In addition, the librarian should select one item each from A, B and C for evaluation of reference service and one item each from A, B, C, D, and E for evaluation of bibliographic instruction. The librarian may also write two optional items of her/his own (O & P). Once a librarian has chosen a set of items for reference service, that set becomes the librarian's STANDARD SET for reference service. Once a librarian has chosen a set of items for bibliographic instruction, that set becomes the librarian's STANDARD SET for bibliographic instruction. The items in a librarian's STANDARD SET will be printed on all of the evaluation forms for that librarian. Librarians may review and change their STANDARD SETS prior to each evaluation cycle.

List the numbers of your STANDARD SET of items:

A. _____

B. _____

C. _____

D. _____

E. _____

Optional librarian-developed items. (Limit to 80 characters each, including spaces.)

O. _____

P. _____

WASHTENAW COMMUNITY COLLEGE
STUDENT EVALUATION OF FACULTY
FOR LIBRARIANS
MENU

A. Communicating at a level appropriate to the ability of students

A1 The reference librarian spoke audibly and clearly.
A2 The reference librarian spoke at a pace suitable for maximum comprehension.
A3 The reference librarian clearly explained the use of any materials (books, the catalog, indexes to magazines, etc.) that I needed.
A4 The reference librarian had an effective style of presentation.
A5 The reference librarian presented difficult concepts in understandable ways.
A6 The reference librarian gave explanations I could understand.
A7 The reference librarian displayed knowledge of whichever of the following materials were necessary to answer my request: the catalog, books, magazines, indexes, other library materials.

B. Providing Help As Needed

B1 The reference librarian was actively helpful.
B2 The reference librarian's explanations and comments were helpful.
B3 The reference librarian helped me find the information I needed.
B4 The reference librarian made helpful suggestions.
B5 The reference librarian, if necessary, asked questions to understand fully what it was I wanted to know.

C. Establishing Respect and Rapport

C1 I felt free to express and explain my own views to the reference librarian.
C2 I felt free to ask the reference librarian questions.
C3 The reference librarian showed a sensitivity to my interests and/or abilities.
C4 The reference librarian maintained rapport with the class.
C5 My questions or comments were respected by the reference librarian.
C6 The reference librarian treated me with respect and consideration.

D. (BI) Stimulating and Maintaining the Attention and Involvement of Students

D1 The reference librarian held the attention of the class.
D2 The reference librarian displayed enthusiasm when teaching.
D3 The reference librarian made good use of examples and illustrations.
D4 The reference librarian stimulated my interest in using the library.

E. (BI) Preparing and Organizing Instruction

E1 The reference librarian seemed well prepared for this session.
E2 The reference librarian presented the material in an organized manner.
E3 The reference librarian's handouts were useful.

WASHTENAW COMMUNITY COLLEGE

STUDENT INSTRUCTIONS FOR COMPLETING EVALUATION FORMS

FOR LIBRARIANS

(to be read to students)

The form you are about to fill out is an evaluation of the reference librarian's effectiveness in teaching this session. The reference librarian will **not** see the form you turn in. He or she will see a separate form onto which the results have been tabulated.

Please feel free to comment openly and candidly. Your responses can help the reference librarian refine teaching techniques, develop effective materials, etc.

Please use the No. 2 pencils provided.

When the last form is turned in, the forms will be placed in an envelope, sealed, and delivered to the Academic Services Office.

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

FOR LIBRARIANS

(individual instruction)

The Learning Resource Center faculty strive to provide excellent service to students. Your evaluation of the reference librarian who just assisted you will help us assure continuing effective service.

Please do **not** sign your name. These forms will be destroyed after tabulation and transcription.

Librarian Name _____

Please read each item carefully. Select response and mark in the appropriate space solidly and completely with a #2 PENCIL ONLY. Erase changes completely.

Y Yes
N No
NA Not applicable

---------- Mandatory item ----------

1. I would recommend this reference librarian to other students. Y N NA

---------- Faculty-selected items ----------

A.

B.

C.

---------- Optional faculty-developed items ----------

O.
P.

Comments:_____

_____

_____

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

FOR LIBRARIANS

(group instruction)

The Learning Resource Center faculty strive to provide excellent service to students. Your evaluation of the reference librarian who taught this library instruction session will help us assure continuing effective service.

Please do **not** sign your name. These forms will be destroyed after tabulation and transcription.

Librarian Name _____

Please read each item carefully. Select response and mark in the appropriate space solidly and completely with a #2 PENCIL ONLY. Erase changes completely.

Y Yes
N No
NA Not applicable

---------- Mandatory item ----------

1. I would recommend this reference librarian to other students. Y N NA

---------- Faculty-selected items ----------

A.

B.

C.

D.

E.

---------- Optional faculty-developed items ----------

O.
P.

Comments:_____

_____

_____

ev-lrc

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

ITEM SELECTION FORM

FOR INSTRUCTIONAL LAB ASSISTANTS

Faculty Name:_____

Department:_____

Semester:_____

Courses & Section Numbers: _____ _____

_____ _____

_____ _____

Student evaluations of lab assistant effectiveness will be conducted two weeks prior to the end of the semester. Evaluation forms will be preprinted for each class section. All forms will include three core items:

1. My lab assistant displays a clear understanding of course topics.
2. My lab assistant is an effective part of this course.
3. I would recommend this lab assistant to other students.

In addition to the three core items, lab assistants should select one item from each standard item category (A through E) of the menu. You may also write two optional items of your own (O & P). Once an lab assistant has chosen a set of items, that set becomes the Lab Assistant's STANDARD SET. The items in an Lab Assistant's STANDARD SET will be printed on all of the evaluation forms for that lab assistant. Lab assistants may review and change their STANDARD SET prior to each evaluation cycle.

List the numbers of your STANDARD SET of items:

A. _____ D. _____

B. _____ E. _____

C. _____

Optional lab assistant developed items (Limit to 80 characters each, including spaces.)

O. _____

P. _____

WASHTENAW COMMUNITY COLLEGE
STUDENT EVALUATION OF FACULTY
FOR INSTRUCTIONAL LAB ASSISTANTS
MENU

A. COMMUNICATING AT A LEVEL APPROPRIATE TO THE ABILITY OF STUDENTS

A1 My lab assistant explains experiments and/or assignments clearly.
A2 Difficult topics are presented in understandable ways.
A3 My lab assistant speaks audibly and clearly.
A4 My lab assistant draws and explains diagrams effectively.

B. BROADENING THE OUTLOOK OF STUDENTS

B1 My lab assistant stimulates my thinking.
B2 My lab assistant effectively challenges me to think.
B3 My lab assistant respects divergent viewpoints.
B4 My lab assistant encourages divergent thinking.
B5 My lab assistant encourages an appreciation for education in general.

C. ESTABLISHING RESPECT AND RAPPORT

C1 I feel free to express and explain my own views in lab.
C2 When I have a question or comment, I know it will be respected.
C3 I feel free to ask questions in lab.
C4 My lab assistant respects constructive criticism.
C5 I feel free to challenge my lab assistant's ideas in lab.
C6 My lab assistant shows a sensitivity to individual interests/abilities.
C7 My lab assistant readily maintains rapport with this lab.

D. PROVIDING HELP AS NEEDED

D1 My lab assistant is actively helpful when students have problems.
D2 My lab assistant's explanations and comments are usually helpful.
D3 My lab assistant provides help as needed.
D4 My lab assistant is receptive to questions.
D5 My lab assistant is readily available for consultation.

E. PREPARING AND ORGANIZING LABORATORY ACTIVITIES

E1 My lab assistant's lab procedures are clearly explained to me.
E2 My lab assistant thoroughly understands lab experiments/equipment.
E3 My lab assistant is available for assistance throughout lab sessions.
E4 My lab assistant's lab sessions are well-organized.

WASHTENAW COMMUNITY COLLEGE

INSTRUCTIONS FOR COMPLETING STUDENT EVALUATION FORMS

FOR INSTRUCTIONAL LAB ASSISTANTS

(to be read to students in the class)

The evaluation form you are about to fill out will be handled confidentially.

We ask that you not sign your name.

We guarantee that your lab assistant will not see the forms you turn in. He or she will see only a separate document onto which the results of the questionnaires have been tabulated . Your written comments will only be seen by your lab assistant after they have been typed and transferred to this separate document. The final document of tabulated results will not be given to your lab assistant until next semester.

Please feel free to comment openly and candidly. Your input can help your lab assistant with the effectiveness of the help given students in the future.

Please use the No. 2 pencils provided.

When the last form is turned in, all the forms will be collected in the envelope; the envelope will be sealed and returned to the Academic Services Office.

WASHTENAW COMMUNITY COLLEGE
Student Evaluation of Faculty
For Instructional Lab Assistants

In order to maintain quality instruction at WCC you are asked to evaluate the effectiveness of your lab assistant. There are no right or wrong answers...respond exactly as you feel. Please **DO NOT SIGN** your name to this form. Indicate your rating by blackening in the appropriate space SOLIDLY and COMPLETELY. Use #2 PENCIL ONLY. These forms will be destroyed after tabulation and transcription.

Faculty Name	**Course Number**	**Section Number**	**Course Title**
_____	_____	_____	_____

Please read each item carefully. Select response and mark in pencil. Erase changes completely.

SA Strongly Agree
A Agree
N Neutral
D Disagree
SD Strongly Disagree

---------- Mandatory Items ----------

1. My lab assistant displays a clear understanding of course topics. SA A N D SD
2. My lab assistant is an effective part of this course.
3. I would recommend this lab assistant to other students.

---------- Faculty-selected items ----------

A

B

C

D

E

---------- Optional faculty-developed items ----------

O

P

Please answer the following questions by indicating **Yes** or **No**:

		Yes	No
1.	Does your lab assistant follow the lab procedures as decribed by the instructor to students at the beginning of the semester?	_____	_____
2.	Does your Lab Assistant start lab on time?	_____	_____
3.	Does your lab assistant remain present throughout class/lab sessions?	_____	_____

4. Describe strengths of this lab assistant: try to be specific; use examples.

_____
_____
_____
_____

5. Describe weaknesses of this lab assistant: try to be specific; use examples.

_____
_____
_____
_____

6. Does your lab assistant treat all students fairly? If no, please explain.

_____
_____
_____
_____

7. Other Comments:

_____
_____
_____
_____

ev-lac

WASHTENAW COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY

ITEM SELECTION FORM

FOR NON-INSTRUCTIONAL LAB ASSISTANTS

Lab Assistant Name:_____

Department:_____

Semester:_____

Student evaluations of Lab Assistants will be conducted throughout the semester at mutually agreed upon times. Evaluation forms will include three core items:

1. The lab assistant displays a clear understanding of my issues.
2. The lab assistant was effective in responding to my concerns.
3. I would recommend this lab assistant to other students.

In addition to the three core items, the lab assistant should select two items from each standard item category (A through E) of the menu. You may also write two optional items of your own (O & P). Once a lab assistant has chosen a set of items, that set becomes the lab assistant's STANDARD SET. The items in a Lab Assistant's STANDARD SET will be printed on all of the evaluation forms for that lab assistant. The lab assistant may review and change his/her STANDARD SET prior to each evaluation period.

List the numbers of your STANDARD SET of items:

A. _____ D. _____

B. _____ E. _____

C. _____

Optional lab assistant-developed items (Limit to 80 characters each, including spaces.)

O. _____

P. _____

WASHTENAW COMMUNITY COLLEGE
STUDENT EVALUATION OF FACULTY
FOR NON-INSTRUCTIONAL LAB ASSISTANTS
MENU

A. COMMUNICATING AT A LEVEL APPROPRIATE TO THE ABILITY OF STUDENTS

A1 Difficult concepts were presented in understandable ways.
A2 The lab assistant had an effective style of presentation.
A3 The lab assistant talked at a pace suitable for maximum comprehension.
A4 The lab assistant spoke audibly and clearly.

B. STIMULATING AND MAINTAINING THE ATTENTION AND INVOLVEMENT OF STUDENTS

B1 The lab assistant stimulated insterest in being a successful student.
B2 The lab assistant displayed enthusiasm during the interview.
B3 The lab assistant used many methods to assist me in problem solving.
B4 The lab assistant raised challenging questions for discussion.

C. BROADENING THE OUTLOOK OF STUDENTS

C1 The lab assistant stimulated my thinking.
C2 My lab assistant encouraged me to value the viewpoints of others.
C3 The lab assistant encouraged student activity.
C4 The lab assistant inspired me to learn more about student success techniques.
C5 The lab assistant respected divergent viewpoints.
C6 The lab assistant encouraged an appreciation for education in general

D. ESTABLISHING RESPECT AND RAPPORT

D1 When I had a question or comment, it was respected.
D2 I felt free to ask questions.
D3 The lab assistant showed a sensitivity to my interests/abilities.
D4 The lab assistant dealt fairly and impartially with me.

E. PROVIDING HELP AS NEEDED

E1 The lab assistant was actively helpful when I needed information.
E2 The lab assistant's explanations and comments were helpful.
E3 The lab assistant was receptive to questions.
E4 My lab assistant made directions for forms or activities clear.
E5 The lab assistant demonstrated knowledge of his/her service area.
E6 The lab assistant appropriately referred me to other resources.

WASHTENAW COMMUNITY COLLEGE

INSTRUCTIONS FOR COMPLETING STUDENT EVALUATION FORMS

FOR NON-INSTRUCTIONAL LAB ASSISTANTS

(to be read by students)

The evaluation form you are about to fill out will be handled confidentially.

We ask that you not sign your name.

We guarantee that your lab assistant will not see the forms you turn in. He or she will see only a separate document onto which the results of the questionnaires have been tabulated . Your written comments will only be seen by your lab assistant after they have been typed and transferred to this separate document. The final document of tabulated results will not be given to your lab assistant until next semester.

Please feel free to comment openly and candidly. Your input can help your lab assistant with the effectiveness of the help given students in the future.

Please use the No. 2 pencils provided.

When the last form is turned in, all the forms will be collected in the envelope; the envelope will be sealed and returned to the Academic Services Office.

WASHTENAW COMMUNITY COLLEGE
Student Evaluation of Faculty
For Non-Instructional Lab Assistants

The Student Services Division strives to provide excellent service to students. Your evaluation of the assistance you just received from a Lab Assistant will help us to assure continuing effective service. Please do not sign your name. These forms will be destroyed after tabulation and transcription.

Lab Assistant's Name: _____

Semester: _____

Please read each item carefully. Select response and mark in the appropriate space solidly and completely with the number #2 pencils provided. Erase changes completely.

Y Yes
N No
NA Not applicable

---------- Mandatory Items ----------

1.	The lab assistant displayed a clear understanding of my issues.	Y	N	NA
2.	The lab assistant was effective in responding to my concerns.			
3.	I would recommend this lab assistant to other students.			

---------- Faculty-selected items ----------

A

B

C

D

E

---------- Optional faculty-developed items ----------

O

P

Lab Assistant Name _____

1. Describe strengths of this Lab Assistant. Try to be specific and use examples.

_____

_____

_____

2. Describe weaknesses of this Lab Assistant. Try to be specific and use examples.

_____

_____

_____

3. The Lab Assistant dealt fairly with me. If not, please explain.

_____

_____

_____

4. What is your major program?

_____

5. Other Comments:

_____

_____

_____

ev-nla

WASHTENAW COMMUNITY COLLEGE
ANNUAL SELF-ASSESSMENT REVIEW
FOR ALL FACULTY CLASSIFICATIONS

Each faculty member will complete an annual Faculty Self-Assessment Review Form.

A. Schedule for completion.

1. New Probationary Faculty

   A new probationary faculty member will complete Section 4 of the form and submit it to his/her dean by six weeks prior to the completion of the first semester of employment.

2. On-going Probationary Faculty

   An ongoing probationary faculty member will complte the entire form and submit it to his/her dean by six weeks prior to the completion of the semester in which the annual self-review is occurring.

3. Continuing Contract Faculty

   A continuing contract faculty member will complete the entire form and submit it to his/her dean by six weeks prior to the completion of the semester in which the annual self-review is occurring.

B. Dean's Review

The form will be discussed with the faculty member's dean during the summary review at the end of either fall or winter semester, as outlined in A. above.

C. Follow-up

The responses by the faculty member on Section 4 of the form (Plans and Future Objectives) and the related discussions with the respective dean will establish the basis for the next self-assessment review.

WASHTENAW COMMUNITY COLLEGE
ANNUAL SELF-ASSESSMENT REVIEW
FOR ALL FACULTY CLASSIFICATIONS

Faculty Member Name:_____ Immediate Supervisor:_____

Area:_____ Year of Review_____

Position:_____ Status: Probationary ☐
Continuing ☐

The following self-assessment provides faculty with a means to evaluate their own growth as professionals at Washtenaw Community College. Individual plans for future growth and development should begin with and evolve from this assessment. It should be completed on an annual basis for the benefit of the individual faculty member, but it will be included as the self-evaluation portion of the primary duty faculty review process during mandatory review periods.

Please use the format below as a guide and refer to the **Planning, Development, and Evaluation Handbook** to provide the following information.

Review Area

1. Performance in Instructional or other Primary Duties (See Chapter II of PDE Handbook -- PDE Criteria by Faculty Classification. Include a statement below on the major categories which are underlined.)

   A. What were your accomplishments over the past review period? Which do you view as most important?

Review Area

B. Within your discipline,

1. Where are you professionally most capable?

2. Where do you feel you need to develop professionally?

---

2. Professional Growth (See Chapter II of PDE Handbook -- PDE Criteria by Faculty Classification.)

A. What have you done to improve competence in your academic discipline over the past year? By which kinds of professional experiences were you able to grow most effectively?

Review Area

B. Although peer review is not a required element of the PDE process, peer collaboration could be an essential aspect of your professional growth. If you have elected to do so, how have you collaborated with your colleagues?

3. Service to College Community (See Chapter II of PDE Handbook -- PDE Criteria by Faculty Classification.)

A. What were your accomplishments over the past year? What do you view as the most important?

B. In what areas of service to the college community have you felt you were most effective? Where might your time and talents be best used?

Review Area

4. Plans and Future Objectives

In light of the preceding, list your goals and objectives for the next year. What institutional resources do you need to accomplish them? How are they compatible with college, divisional, and departmental plans?

A. Primary duties

B. Professional growth (Include any plans that involve collaboration with peers.)

C. Service to college community

Date: _____

Faculty Member's Signature: _____

WASHTENAW COMMUNITY COLLEGE
ANNUAL SUMMARY EVALUATION FORM
FOR ALL FACULTY CLASSIFICATIONS

The Annual Summary Evaluation form (Appendix D) is filled out by the respective deans. Some information to complete this form is taken from the Self-Assessment Review form (Appendix C) completed by faculty and submitted to the respective deans.

Three review areas will be evaluated and rated annually by the respective deans. There is to be an overall summative rating assigned to each of the following three review areas:

1. **Performance in Instructional or other primary duties**

2. **Professional growth**

3 **Service to the College**

Item #4 on the Annual Summary Evaluation form (Appendix D) is to be used by the respective deans in consultation with the faculty to identify future faculty objectives. Item #4 will not be rated.

To complete item #4, a pre-conference will be held with the faculty member. After the pre-conference, the respective deans will list in item #4 objectives that the faculty member will continue to work on as well as new ones. Objectives will be heavily drawn from the self assessment review form.

The respective deans will review the completed Annual Summary Evaluation form with the faculty member. Both will sign and date the form.

WASHTENAW COMMUNITY COLLEGE
ANNUAL SUMMARY EVALUATION FORM
FOR ALL FACULTY CLASSIFICATIONS

Faculty Member Name:_____ Immediate Supervisor:_____

Area:_____ Year of Review_____

Position:_____ Status: Probationary ☐ Continuing ☐

Performance Rating Scale:

4	Exceeds requirements
3	Professionally competent
*2	Conditionally competent
*1	Unacceptable
**NA	Not applicable

*These ratings require narrative explanations

(NOTE: Performance Rating Scale definitions appear in PDE Handbook, Appendix E.)

Review Area	Comments/Recommendations	Rating
1. Performance in Instructional or other Primary Duties (See Chapter II of PDE Handbook -- PDE Criteria by Faculty Classification. Include a statement below on the major categories which are underlined.)		

Review Area	Comments/Recommendations	Rating
2. Professional Growth (See Chapter II of PDE Handbook -- PDE Criteria)		
3. Service to College Community (See Chapter II of PDE Handbook -- PDE Criteria)		

Review Area	
4. List objectives and activities for the ensuing year	

Faculty Member's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Employee's signature does not indicate agreement with this evaluation, but rather that the faculty member has seen it.

ev-sum

WASHTENAW COMMUNITY COLLEGE

FACULTY PLANNING, DEVELOPMENT, EVALUATION SYSTEM

PERFORMANCE RATING SCALE

In order to ensure uniformity and fairness of application to all faculty within and across divisions, the following descriptions apply to the evaluative or performance ratings that appear on the official PDE evaluation forms. They are to be used and interpreted as representing the prevalent professional standards for faculty at Washtenaw Community College.

4..... Exceeds Requirements

Demonstrated by exceptional fulfillment of PDE criteria or by exceptional achievements related to the PDE criteria.

3..... Professionally Competent

Demonstrated by consistent fulfillment of PDE criteria or by achievements related to the PDE criteria.

*2..... Conditionally Competent

Demonstrated by weakness in fulfillment of PDE criteria, where there is evidence to suggest that professionally competent performance is possible with appropriate professional development and assistance.

*1..... Unacceptable

Demonstrated by unacceptable fulfillment of PDE criteria.

**NA ..... Not Applicable

Denotes a PDE criteria item that is judged as not applicable for a given performance review

* These ratings require narrative comments/explanations.

** This notation requires a comment/explanation if used on the annual summary evaluation form.

ERIC Clearinghouse for Junior Colleges

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